SPEAKING MATERIALS FOR THE FOURTH GRADE STUDENTS OF PRIMARY SCHOOL BASED ON MULTIPLE INTELLIGENCES THEORY

A SARIJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Fransiska Krisnaningtyas
Student Number: 081214094

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Advisor

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2 January 2014
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Defended before the Board of Examiners
On 15th January 2014
And Declared Acceptable

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Yogyakarta, 15th January 2014
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rohandi, Ph.D.
Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.

Proverbs 3:5-6

I dedicate this thesis to:

Jesus Christ

My beloved family

My friends
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or part of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 15th January 2014

The writer,

[Signature]

Fransiska Krisnaningtyas

081214094
LEMBAR PERNYATAAN PERSETUJUAN

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Yang menyatakan

Fransiska Krisnaningtyas
ABSTRACT


Nowadays, English becomes more popular throughout the world. The need of learning English is increasing. It can be seen that in many area in Indonesia, English is taught in the Primary School. Young learners have unique characteristics that are different from adult learners. This research is intended to design speaking materials for the fourth grade students Primary School based on Multiple Intelligences theory. There are eight types of intelligences; verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist intelligence. Unfortunately, the learning activities provided are monotonous for the students and the learning activities in class only involve verbal-linguistic and logical-mathematical intelligence.

This research raised two problem formulations; (1) How are the speaking materials for the fourth grade students of SDN Bogem 2 based on the Multiple Intelligences theory designed? and (2) What do the speaking materials for the fourth grade students of SDN Bogem 2 based on the Multiple Intelligences theory look like?

The writer applied research and development method in this research. The writer adapted Dick and Carey’s model in designing the speaking materials. There are seven stages conducted in this study. They are (1) identify instructional goals, (2) conduct instructional analysis, (3) analysis learners and context, (4) write performance objectives, (5) develop and select instructional materials, (6) design and conduct formative evaluation of instruction, and (7) revise instruction.

To solve the second problem formulation, the writer designed speaking materials that reflected the Multiple Intelligence theory. There were four units of speaking materials designed. Each unit consisted of six up to seven sections that referred to eight intelligences. They are Listen and repeat., How do we say it?, Let’s do it., Let’s talk., Sing and dance., Let’s play., Explore it. and Work on your own.

From the evaluation questionnaire, the result showed that most respondents tended to choose number four (agree with the statements) in the statements provided. It meant that the respondents gave positive responses. The result showed that the designed materials were good and acceptable for the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta.

Keywords: design, speaking, Multiple Intelligences
ABSTRAK


Penelitian ini mengangkat dua persoalan: (1) Bagaimana materi pembelajaran speaking untuk kelas empat SDN Bogem 2 berdasarkan Multiple Intelligences dirancang? dan (2) Seperti apakah materi speaking untuk kelas empat SDN Bogem 2 berdasarkan Multiple Intelligences?


Penulis mengembangkan materi yang mencerminkan Multiple Intelligence theory. Ada empat unit pada materi yang dikembangkan. Setiap unit terdiri dari enam sampai tujuh bagian yang mengacu pada delapan kecerdasan. Bagian-bagian tersebut adalah: Listen and repeat., How do we say it?, Let’s do it., Let’s talk., Sing and dance., Let’s play., Explore it. dan Work on your own.

Dari hasil kuesioner evaluasi, sebagian besar responden cenderung memilih angka empat pada pernyataan-pernyataan yang tersedia. Hal itu berarti bahwa para responden setuju dan memberikan respon positif. Hasil yang diperoleh adalah bahwa materi yang dikembangkan tersebut bagus dan dapat diterima untuk digunakan oleh siswa kelas empat SDN Bogem 2 Sleman, Yogyakarta.

Kata kunci : design, speaking, Multiple Intelligences
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CHAPTER I

INTRODUCTION

This chapter is divided into six sections, namely the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

In Indonesia, English is taught in Senior and Vocational High School, Junior High School, Primary School, and even in many Kindergartens. Many Schools have set English as the subject for all students and it is taught from the first grade. Dardjowidjojo describes “Indonesia has growing number of schools range from kindergarten to university level which use English as the medium of instruction” (as cited in Zacharias, 2003, p.1).

Many Primary School teachers have difficulties in managing the activity for the students. This is because of the students’ special characteristics in learning. Young children, especially those up to nine or ten, learn differently from older children, adolescents, and adults in several ways (Harmer, 2001). Based on the observation done by the writer, the fourth graders of SDN Bogem 2 Yogyakarta easily get bored when the teacher is explaining the material. Most students are unaware of the importance of learning English and they seem to have low motivation in learning English. When students do not have high motivation in learning, the purpose of learning cannot be achieved well. Teachers seem to have
difficulties in planning and preparing the activities that fit the students’ needs and that can improve their motivation in learning. According to Brown (2000), a learner will be successful in learning something if he or she has the proper motivation (p. 160). Motivation is needed in order to make the students be involved in class activities. Children in that age (9-11 years old) usually have a limited attention span and lose interest after ten minutes or so (Harmer, 2001, p. 38). Therefore, a teacher should be creative in designing the activities in order to improve students’ motivation and make the learning process be effective for the students.

In order to master English, the students should learn all elements of English (pronunciation, grammar, and vocabulary) and also its four skills involved (listening, speaking, reading, and writing). Many people feel that the hardest part of learning a new language is speaking in that language (Bailey, 2003, p. 48). However, there are also many people argued that other skills (listening, reading, and writing) are the hardest. Therefore, the learner should have balanced exposure from all language skills. That is why the teacher should provide the interesting learning activities, which involve all skills.

Speaking is one of skills needed to be mastered in learning a language. Unlike reading or writing, speaking happens in real time: the person whom we are talking to is waiting for us to speak right then (Bailey, 2003, p. 48). When we are talking, we need to think fast in order to respond immediately. The speakers cannot plan, edit, or revise what they said, as they can if they are writing (Bailey,
Those two things differentiate speaking skill from reading, listening and writing.

From the class observation and the interview with the English teacher of SDN Bogem 2 Yogyakarta, she says that she has difficulty in teaching speaking to the students. They have less motivation and feel reluctant to speak English. The writer observed that the students lack exposures that enable them to try to speak in English. Moreover, the teacher uses little English in the class while teaching. The teacher explains in Indonesian, and the students respond in Indonesian. The activities provided do not really require the students to say something in English; besides, the students need the teacher to be the role model in speaking English.

From the interview with the teacher, all students have different characteristics in learning English. The teacher realized that every student learns in different ways. They have different aspect of strength. The teacher sometimes finds difficulties in accommodating the students’ ways of learning. The activities provided in the workbook (LKS) do not accommodate all the students’ ways of learning. This causes the students often get bored and do not enjoy the learning process. The goal of learning is also difficult to be achieved by each student.

Multiple Intelligences is a theory proposed by Gardner (1993), stating that there are eight areas of intelligence in human, namely the verbal-linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. This theory gives the
understanding that everyone has unique characteristics of learning. The understanding of theory proposes the statement that there are many different ways to be smart (Hoerr, Boggeman, & Wallach, 2010). It means Multiple Intelligence theory can be one of the appropriate ways to improve students’ motivation.

“Multiple intelligences theory based instruction helps in involving and reaching more and more students in the learning process” (Salem, 2013). It is because the theory involves students’ various ways of learning. Salem (2013) notes that “it addresses various types of intelligences; both scholastic (verbal/linguistic and logical/mathematical intelligences) and non-scholastic intelligences (interpersonal, intrapersonal, and bodily-kinesthetic intelligences).”

In relation with the teaching and learning process, Gardner’s theory of multiple intelligences is very important in teaching young learner because it provides a framework for looking at children’s strength. By identifying most of students’ strengths, the teacher will be able to design various activities in order to make the students enjoy the learning process. When the activities provided can accommodate the learners’ way of learning, the students will enjoy the activities. If an activity is enjoyable, it will be memorable and the children will have sense of achievement which will develop motivation for further learning (Phillips & Maley, 2003, p. 6). Those are the main reasons for the writer to focus on designing speaking materials based on Multiple Intelligences theory for the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta.
B. Research Problem

The research would find the answer to these two research problems:

a. How are speaking materials for the fourth grade of SDN Bogem 2 based on the Multiple Intelligences theory designed?

b. What do speaking materials for the fourth grade of SDN Bogem 2 based on the Multiple Intelligences theory look like?

C. Problem Limitation

The writer limits the study to the designing process of the speaking materials and the presentation of the designed materials. The study is related to the materials development for teaching English in SDN Bogem 2 Sleman Yogyakarta. The materials development involves choosing and planning various kinds of activity that are suitable for the fourth grade students. The design is based on the Multiple Intelligences theory.

D. Research Objectives

The aim of this study is to answer the problems as stated above. The research objectives are as follow:

1. to design speaking materials based on the Multiple Intelligences theory for the fourth grade of SDN Bogem 2, Sleman, Yogyakarta, and

2. to present the design of speaking materials based on the Multiple Intelligences theory for the fourth grade of SDN Bogem 2, Sleman, Yogyakarta.
E. Research Benefits

The research is conducted to achieve some benefits: for students, English teachers, and other researchers.

1. For the fourth grade students of SDN Bogem 2

The writer hopes that the designed material can enrich the students’ source of learning since they only have workbook (LKS) as their textbook. The designed material focuses in speaking, so the students can practice and develop their speaking skill. This also provides them with various activities so that they can learn English through various intelligences.

2. For teachers

The writer hopes this designed materials can help the teacher to find various speaking activities for the students based on Multiple Intelligences. The teacher can use these materials as the additional solution to improve students’ speaking skill.

3. For other researchers

The writer hopes that this research can be one of references to do the research related to Howard Gardner’s Multiple Intelligences theory. The designed materials can be evaluated and revised; therefore, the other researchers can make a better design in the future.
F. Definition of Terms

This part provides the definition of each term used in this study from some resources. The terms defined are design, speaking, Multiple Intelligence, and the fourth grade of SDN Bogem 2 Sleman Yogyakarta.

1. Design

Design is a general arrangement or planning of materials which will be used in the class. Designing is the same as creating new materials that fit the learning objectives and specific subject area of particular learners (Hutchinson and Waters, 1994). Materials are anything which used to help to teach language learners (Tomlinson, 2005). Materials could be newspapers, books, games, cassettes, videos, dictionaries, pictures, etc. Materials are developed in order to increase the learners’ knowledge and also experiences of the language (Tomlinson, 2005). In this research, designing refers to developing speaking materials based on Multiple Intelligences theory in order to improve students’ motivation in learning English. Through materials, the learners can improve their ability in using language and give them exposures of English.

2. Speaking

Speaking is a productive oral skill. It consists of producing systematic verbal utterance to convey meaning (Bailey, 2003, p. 48). If students want to be able to speak fluently in English, they have to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech (Harmer, 2007). In this thesis, the writer defines speaking as activities in
asking and answering simple questions and practising simple expressions in English.

3. **Multiple Intelligences**

Multiple Intelligences is a theory proposed by Howard Gardner in 1983. The theory of Multiple Intelligences states that there are seven areas of intelligence: Linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Musical Intelligence, Bodily-kinesthetic Intelligence, Intrapersonal and Interpersonal Intelligence, and Naturalist Intelligence (Beachner & Pickett, 2001). This theory provides various activities in learning so that the students’ motivation in joining the activities can be developed.

4. **The Fourth Grade Students of SDN Bogem 2 Sleman Yogyakarta**

In this research, the students refer to the fourth grade students of *SDN Bogem 2 Sleman Yogyakarta*. Most of them are 9-11 years old. The class consists of 34 students. Most of the students come from villages around the school. Most of them also speak in Javanese in their daily conversation. The students get English class once a week. From the class observation, the writer finds some special characteristics of the students during the learning process.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents a review of some theories that can support this research. This chapter is divided into two main parts. In the first part, the researcher provides the theoretical description, whereas in the second part, the researcher presents the theoretical framework.

A. Review of Related Theories

In this part, the writer elaborates the four main theories. They are the instructional design model, Multiple Intelligences, speaking, and young learners. The elaboration will define the terms used in this research to give more details about the terms.

1. Instructional Design Model

In this research, the writer focuses on Dick and Carey’s model which is often used in Educational Research and Development. The model constructs ten steps of designing an instructional product (Dick & Carey, 2008, pp. 6-8). The ten steps include identifying instructional goals, conducting instructional analysis, analysing learners and contexts, writing performance objectives, developing assessment instruments, developing instructional strategy, developing and selecting instructional materials, designing and conducting formative evaluation of instruction, revising instruction, as well as designing and conducting summative evaluation. The figure of the cycle conducted in Educational Research and Development is presented as follows.
Figure 2.1: The Steps in Dick and Carey’s Model

a. Identify Instructional Goals

This step aims to determine what the goal of the product that should be achieved by the students (Dick & Carey, 2008, p. 6). It aims to help the writer to identify the goals of designing speaking materials.

b. Conduct Instructional Analysis

The writer determines steps that are going to do to perform the goals of the design (Dick & Carey, 2008, p. 6). The writer determine the skill, knowledge and attitudes that are required before the writer begins the instruction.

c. Analysis Learners and Context

This step is “parallel analysis of the learners, the context in which they will learn the skill, and the context in which they will use them” (Dick & Carey, 2008, p. 6). This step is done at the same time as the previous step. The writer collects the data about the characteristics of the students. After the writer has got the data related to the characteristics of the students, the writer analyzes the
characteristics of the students and the context of learning that is appropriate for the learning process.

d. **Write Performance Objectives**

   The writer writes specifics statements of what the learner be able to do when they complete the instruction (Dick & Carey, 2008, p. 6). Based on the information gathered from the previous steps, the writer develops the skills that the students should achieve.

e. **Develop Assessment Instruments**

   This step involves developing assessment to measure the learners’ ability according to the objectives stated (Dick & Carey, 2008, p. 6). In this step, the writer develops several kinds of assessment that are attached in the lesson plan.

f. **Developing Instructional Strategy**

   The writer should determine the strategy of learning that would be the base of the designed materials. “The strategy will emphasize component to foster student learning including preinstructional activities, presentation of content, learners’ participation, assessment, and follow-through activities” (Dick & Carey, 2008, p. 7).

g. **Develop and Select Instructional Materials**

   The writer will develop the materials based on the result of the previous steps. The development of the materials includes “guidance for learners, instructional materials and assessment” (Dick & Carey, 2008, p. 7).
h. Design and Conduct Formative Evaluation of Instruction

In order to improve the materials, the writer should conduct a series of evaluation to identify how to improve the materials (Dick & Carey, 2008, p. 7). In this step, the writer collects the data by distributing questionnaires towards the experts. The data obtained from the evaluation will be the guidance to revise the materials.

i. Revising Instruction

The final step in the design and development process is revising the instruction. The writer summarises the data from the evaluation stage and interprets it to identify the points that need to be revised (Dick & Carey, 2008, p. 7). In this step, the writer revises the instruction based on the feedback that has been collected from the formative evaluation stage. This step is done several times until the writer gets the final version of the instruction.

2. Research and Development Theory

Since this research aims to present a set of English materials for young learners, the researcher conducted Educational Research and Development or R & D to obtain the data. According to Borg and Gall (1983, p. 772), “Research and Development (R & D) is a process used to develop and validate educational products, such as teaching materials, teaching methods and methods for organizing instruction.”

There are ten major steps in R & D cycle. They are Research and Information Collecting, Planning, Development of Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing,
Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Borg & Gall, 1983, p. 775).

a. Research and Information Collecting

This step includes review of literature, classroom observation and preparation of report.

b. Planning

Planning includes defining skills, stating objectives, and determining goals, topic and general purposes.

c. Development of Preliminary Form of Product

This step includes all preparation of the instructional materials, handouts and evaluation devices.

d. Preliminary Field Testing

The aim of this step is to acquire evaluation and comments as well as criticism of the designed materials.

e. Main Product Revision

This step is conducted by revising the designed materials as suggested by the Preliminary Field Testing results. The result of the Preliminary Field Testing would be the basis of the product revision.

f. Main Field Testing

In this step, the test is conducted in 5 to 15 schools with 30 to 100 subjects. Qualitative data on subjects’ pre course and post course performance are collected. Finally, the results are used to conduct an evaluation.
g. Operational Product Revision

This step refers to revision of product as suggested by main field-tests result.

h. Operational Field Testing

The data is collected by conducting interview, observational and questionnaire.

i. Final Product Revision

This step refers to the revision of product as suggested by operational field-test result.

j. Dissemination and Implementation

This step refers to the contribution of R & D to educational field and also the final product of R & D which has been revised in the Final Product Revision step.

3. Speaking Skill

a. The Nature of Speaking

Among other skills, speaking is very essential in learning a new language. It shows how well the learners can communicate through the language. Many people think that speaking is the hardest skill compared to reading, writing, and listening. It comes with two reasons. First, speaking happens in real time; the person someone is talking to is waiting for the speaker to speak right then. Second, the speaker cannot edit or revise what he or she says, as if it is in writing (Bailey, 2003).
In language learning, speaking is considered as a productive skill, similar to writing. The difference between those two skills is the channel or medium of the message. In speaking, the medium is oral, whereas in writing, the medium is written (Bailey, 2003). In this thesis, the writer defines speaking as activities in asking and answering simple questions and practising simple expressions in English.

b. Teaching Speaking

In teaching speaking, the goal is to improve the students’ communicative competence; therefore, the teachers should apply the appropriate kinds of materials. There are six types of classroom speaking performance to apply to the kinds of oral production that students are expected to carry out in the classroom (Brown, 2001, p. 271).

1. Imitative

Drilling is a reasonable part of the communicative language classroom. Drills offer students opportunity to listen and orally repeat some words. They offer limited practice through repetition. Here are some guidelines for successful drills

a. Keep them short

b. Keep them simple

c. Keep them quick and precise

d. Make sure students know why they are doing the drill

e. Limit them to phonology or grammar points

f. Make sure they ultimately lead to communicative goals.

g. Do not overuse them
2. Intensive
It includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. When the students want to give something to the teacher or the other students, for example, they say “here you are” and say “thank you” when someone gives something to them.

3. Responsive
A good point of students’ speech is when it is responsive. It is short replies to teacher- or student-initiated questions and comments that can be meaningful and authentic.

4. Transactional (diagonal)
Transactional language carried out the purpose of conveying or exchanging specific information. It can be seen in long conversation or dialogue.

5. Interpersonal (dialogue)
Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. For example: stating opinion, debating.

6. Extensive (monologue)
Extensive means that the learners give extended monologues in the form of oral reports, summaries, or perhaps short speeches. These monologues can be planned or impromptu.

4. Multiple Intelligences Theory
Gardner, a professor at Harvard University has introduced a theory called Multiple Intelligences Theory. This theory states that everyone has unique
characteristics of learning. There are eight intelligences that humans have. They are Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Musical/Rhythmic Intelligence, Bodily-kinesthetic Intelligence, Intrapersonal intelligence, Interpersonal Intelligence, and Naturalist Intelligence (Beachner & Pickett, 2001). These are the definitions of each intelligence:

a. Linguistic Intelligence
   “Linguistic intelligence consists of the ability to think in words and to use language to express and appreciate complex meaning” (Champbell, Champbell, & Dickinson, 1996). It involves human ability to create expressions in words and also in grammatical sentences. People who have very good development in this intelligence can communicate well in words and sentences. This is because of the well-developed area in the brain, called “Broca’s Area,” which is responsible for the production of grammatical sentences (Gardner, 1993).

b. Logical-mathematical Intelligence
   Logical-mathematical intelligence involves mathematical calculations, logical thinking, problem-solving and also reasoning (Champbell, Champbell, & Dickinson, 1996). In the gifted individual, the process of problem solving happens rapidly. They like to create many hypotheses then evaluate the hypotheses and then accept or reject them in turn (Gardner, 1993). Children who are gifted this intelligence like to have observation and try to find the relation between two different things.
c. Visual-spatial Intelligence

Children who are gifted this intelligence tend to think in three-dimensional picture rather than words and are able to see the object, remember, and make the similar image of the object (Beachner & Pickett, 2001). They also like to deal with designing, building, and inventing something. To accommodate this intelligence, teachers need to provide picture or other visual things to help the students gain their speaking ability. In elementary classrooms, many visually-oriented learners respond well to picture, movies, diagrams, and color-coded materials (Champbell, Champbell, & Dickinson, 1996).

d. Musical Intelligence

Children with this intelligence have a strong sense of sound patterns, rhythm, pitch, and beat. They have ability to understand musical things more than others (Beachner & Pickett, 2001). To accommodate this kind of intelligence, the teachers can use song as media in teaching speaking.

e. Bodily-kinesthetic Intelligence

Bodily-kinesthetic intelligence enables someone to unite body and mind to do physical performance (Champbell, Champbell, & Dickinson, 1996). This intelligence involves strong awareness of physical action and can perform more complex movement than others (Beachner & Pickett, 2001). The learners with this intelligence understand better in the lesson which involves them to move actively. The teacher can include games with physical activity to activate their senses in learning how to speak through active physical movement.
f. Intrapersonal and Interpersonal Intelligence

Intrapersonal intelligent students will have strong awareness of their inner feelings, dreams, and ideas. They are independent, self-confident in most situations, and enjoy working themselves (Beachner & Pickett, 2001). This intelligence is different from Interpersonal intelligence. Intrapersonal intelligence refers to the ability to do everything by oneself, whereas Interpersonal intelligence deals with the ability to understand and communicate with others, including understanding moods, temperaments, motivation, and skills (Champbell, Champbell, & Dickinson, 1996). In the learning process, teachers can maintain the two intelligences through activities in the classroom. The teachers can make them into groups or ask them to do the task by themselves.

g. Naturalist Intelligence

Children with this intelligence will feel enthusiastic when they see, hear, and feel the natural environment. They like to observe living things, classify them and also do an experiment related to the nature. “According to his most recent studies, Gardner had identified the naturalist intelligence as the ability to recognize and make distinctions about living things and artifacts and to notice subtle abstract patterns or changes” (Wessman, 2010). They can see the order and magic in nature and enjoy working outdoor where they can interact with their natural environment (Beachner & Pickett, 2001). Based on this intelligence, a teacher can design a speaking lesson which involves outdoor activities.
5. Young Learners

a. Definition of Young Learners

In this research, young learners mean children from the fourth grade of Primary School (9 - 10 years old). They have special characteristics in learning that are different from teens or adult (Harmer, 2001).

b. The Characteristics of Young Learner

Young learners of a language have several unique characteristics. Based on Moon (2005), there are many characteristics of young learners. First, they like to use language creatively. The teachers should give positive feedback in order to encourage the students to speak confidently. Second, young learners tend to go for meaning. Children are able to make sense of what is happening in a situation (Moon, 2005). They work based on clues provided by situation to convey meaning of words.

The third characteristic is that the children use “chunks” of language. They can absorb the chunk well and take part in conversations. Teaching children chunk may be very helpful in the early stage of language learning (Moon, 2005). Fourth, children like to have fun. They enjoy playing games without considering that indirectly they are learning something.

Children are naturally curious and active (Moon, 2005). Teachers can accommodate this characteristic by designing activities that involves their kinesthetic intelligence. There are still many characteristics of young learners stated, but the writer will focus only in these characteristics.
c. Speaking Materials for Young Learners

The years of primary education are extremely important in children’s intellectual, physical, emotional, and social development (Phillips & Maley, 2003). Considering the characteristics of young learners, the speaking materials should enable students to get involved in the lessons and participate freely if the teacher gives them activities to do. Therefore, teachers should give them suitable topics and tasks (Harmer, 2007). The students sometimes are reluctant to speak. They are reluctant because they are shy and feel uncomfortable to speak in front of teachers (Harmer, 2007). The possible solutions are by being friendly to the students and creating good atmosphere in the learning process.

d. Speaking Materials Based on Multiple Intelligences Theory

Children have their own ways in learning. Based on the Multiple Intelligences theory, the eight intelligences can be the ways of learning in speaking. Effective speaking involves not only the words used, but also the way saying them, the tone of voice, facial expression, posture, and gesture (Champbell, Champbell, & Dickinson, 1996). This proves that effective speaking involves all the intelligences. Therefore, developing speaking materials based on Multiple Intelligences theory will help the learners to speak in English through activities involving their intelligences.

B. Theoretical Framework

In designing speaking materials for the fourth graders of SDN Bogem 2 Sleman Yogyakarta, some steps are applied in this research. The materials will be designed for the second semester period. The design is developed based on
Multiple Intelligences theory since speaking involves all of intelligences (Champbell, Champbell, & Dickinson, 1996). The materials will be designed based on each intelligence or the combination of two or more intelligences. The design also considers the characteristics of young learners and also speaking materials that are suitable for them.

In designing the speaking materials, the writer adapted Dick and Carey’s design since it has already provided the steps needed by the writer to develop suitable design of speaking materials for the fourth grade students of SDN Bogem 2 Sleman Yogyakarta. Because of the limitation of time, the writer chooses seven steps in designing the speaking materials. These are the steps used by the writer in designing the material:

1. Identify Instructional Goals

   In this step, the writer determines what was the goal of the product should be achieved by the students. The product of this study is speaking materials. Therefore, firstly, the writer conducted semi structured interview with the English teacher of SDN Bogem 2 Sleman Yogyakarta related to designing speaking materials for the fourth grade students. It aims to help the writer to identify the goals of designing speaking materials.

2. Conduct Instructional Analysis

   The writer determines step-by-step what the writer is going to do to perform the goals of the design (Dick & Carey, 2008, p. 6). The writer consults the books and other important materials to support the designed speaking materials based on Multiple Intelligences theory.
3. **Analysis Learners and Context**

The writer analyzes the characteristics of the learners in the learning process. The writer joins the class to observe the characteristics of the students while they are learning. This step is done by distributing pre-designing questionnaire to the students.

4. **Write Performance Objectives**

This step is done at the same time with the previous step. The writer observes the characteristics of the fourth grader grade students of *SDN Bogem 2 Sleman, Yogyakarta* which is related to speaking skill.

Based on the information gathered from the previous steps, the writer develops the skills what the students should achieve. The objectives are based on standard competency and basic competence for the fourth grade students.

5. **Develop and Select Instructional Materials**

The writer develops the materials which are based on the result of the previous steps. The materials are developed in line with multiple intelligence theory. The writer collects other theories that support the design that is based on the eight intelligences provided in Multiple Intelligences theory. The Multiple Intelligence theory covers verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, intrapersonal, interpersonal, and naturalistic intelligence. The activities provided are designed by considering developing the students’ intelligences.

The materials refer to **verbal-linguistic** intelligence consist of activities which improve their speaking skill and their intelligence related to words. There
are ‘look, listen, and repeat words’ activities, short conversations/dialogues, and self project on speaking to develop the students’ verbal-linguistic intelligence. Logical-mathematical intelligence becomes the reference in providing exercises which develop their logical thinking, problem-solving and also reasoning in improving their speaking skill. The activities that emphasize visual-spatial intelligence help the students to expand their English vocabulary with their ability to respond well to picture and colour-coded materials. Seeing colorful pictures that come with the vocabulary and some dialogues help the students to learn using their visual-spatial intelligence. Moreover, the materials also provide pictures, drawing, and matching the pictures with the dialogues.

Some songs help the students to remember the vocabulary and expressions learned and improve their musical intelligences. The activities that include bodily/kinesthetic intelligence allow students to learn using their strong awareness of physical action. The bodily-kinesthetic intelligence can be developed through singing and dancing activities, playing mime game, guessing the verbs from the teacher gestures. The students can also improve their intrapersonal intelligence through self-projects in the materials designed. Students’ interpersonal intelligence is also improved through some activities that allow them working in group. Naturalist intelligence became the reference to provide exercises that enable the students to learn outdoor where they can interact with their natural environment (Champbell, Champbell, & Dickinson, 1996).
6. **Design and Conduct Formative Evaluation of Instruction**

   In this step, the writer conducts an interview and distributes questionnaires to obtain feedback, comments, and suggestions related to the materials designed. In this study, the writer distributed questionnaires towards the English teacher of *SDN Bogem 2 Sleman Yogyakarta* and the lecturers of Sanata Dharma University in order to get feedback on the speaking materials design. The evaluation is conducted twice in order to get the best result of speaking materials.

7. **Revise Instruction**

   After the writer gets the feedback from the respondents related to the materials evaluation, the writer revises the materials to be better. The revision is done several times until the writer gets the best result of the materials based on the feedback from the respondents.
CHAPTER III

METHODOLOGY

This chapter discusses the methodology used in the research. This chapter aims to discuss the methodology systematically. The methodology presented in this chapter involves the research method, research setting, research participants, research instruments, data gathering techniques, data analysis techniques, and research procedures.

A. Research Method

This research aimed to design speaking materials based on the Multiple Intelligences theory. The research problems stated are to design speaking materials based on the Multiple Intelligences theory for the fourth grade students of SDN Bogem 2, Sleman, Yogyakarta, and present the design of speaking materials based on the Multiple Intelligences theory for the fourth grade students of SDN Bogem 2, Sleman, Yogyakarta. In order to solve the problem formulations, the writer used Educational Research and Development (R & D) as the method of this research. According to Borg and Gall (1983) R & D is “a process used to develop and validate educational products” (p. 772). The goal of R & D is to take the research knowledge and include it into a product that can be used in the school (Borg & Gall, 1983, p. 771). This method consists of 10 major steps such as research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing,
operational product revision, operational field testing, final product revision, and dissemination and implementation (Borg and Gall, 1983, p. 775). For this research, the writer concerns only five steps because the writer did not test the materials. The steps are (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision.

1. Research and Information Collecting

In this step, the writer collected the data from the class observations and from the interview with the English teacher of SDN Bogem 2 Sleman Yogyakarta. The class observation aimed to observe the condition of the school, the general character of students while learning English, the learning process of the students and also the process of teaching by the English teacher. The semi-structured interview with the teacher was conducted on 6th of October, 2012. The interview would provide the information related to the way the teacher usually does in organizing the class, the obstacles in teaching English, and also related to the speaking skill for the fourth grade students.

2. Planning

Borg and Gall (1983) notes that “the most important aspect of planning is the statement of the specific objectives to be achieved by the product” (p. 779). Therefore, after conducting the interview with the teacher, the writer defined the skill and the specific statements of what would the learner be able to do when the instruction has been applied. In this step, the writer developed the Competence
Standard and Basic Competence so that the objectives can be appropriately applied for the fourth grade students of *SDN Bogem 2 Sleman, Yogyakarta*. The statements would be presented in the form of syllabus and lesson plans.

3. **Development of the Preliminary Form of the Product**

   This step involved the preparation of all parts of the product such as the lesson plans, syllabus, handouts, and other media that were needed in the implementation. The instrument forms in the evaluation stage were also developed and printed. There were questionnaires for the experts and the English teacher of *SDN Bogem 2 Sleman Yogyakarta* prepared by the writer.

4. **Preliminary Field Test**

   A preliminary field test aimed to gather evaluation from the research subjects. In this step, the writer collected the data related to the responses and feedback from the respondents to the material designed. The writer distributed questionnaires to the English teacher of *SDN Bogem 2, Sleman, Yogyakarta*, to the two lecturers of English Language Education Study Program Sanata Dharma University. The respondents were expected to give the evaluation and suggestions after they analyzed the product designed. The results of the questionnaires and the interviews would be the guidelines to revise the instructions.

5. **Main Product Revision**

   After the writer gained the evaluation from the result of questionnaires and interviews, the product was revised. The revisions were done twice after the
writer got the feedback from the respondents. The final revision of the speaking materials were made based on the comments, feedback, and suggestions from the three respondents.

B. Research Setting

This research was conducted in *SDN Bogem 2 Sleman, Yogyakarta*. It is located in Bogem, Tamanmartani, Kalasan, Sleman, Yogyakarta. The school is located near the village and fields. There are six classes in the school. The research focused on the students in the fourth grade. There were 34 students in that class.

C. Research Participants

This research involved three groups of participants. The first group was the fourth grade students of *SDN Bogem 2 Sleman Yogyakarta* in the academic year 2012/2013 and the second group was the lecturers from Sanata Dharma University and the English teacher of *SDN Bogem 2 Sleman Yogyakarta*. There were 34 fourth grade students who filled the questionnaires before the writer designed the materials. In the preliminary field test stage, the writer conducted evaluation. There were two experts of education and also an English teacher from *SDN Bogem 2 Sleman Yogyakarta* who gave their feedback, comments, criticisms, and suggestions. Their feedback, comments, criticism, and suggestions were very important for the writer to revise the materials to be better. Table 3.1. represents the description of the respondents.
Table 3.1. The Description of the Respondents (Blank)

<table>
<thead>
<tr>
<th>No</th>
<th>Group of respondents</th>
<th>Male</th>
<th>Female</th>
<th>Educational background</th>
<th>Teaching Experience (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>1.</td>
<td>Eng. teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Eng. lecturer 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Eng. lecturer 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Research Instruments and Data Gathering Technique

The writer used two research instruments to obtain the data needed. They are questionnaires and interviews. This is the elaboration of each research instrument.

1. Questionnaire

The writer used questionnaires as the instruments of data gathering. The questionnaires were distributed in several stages of the research, such as in Analysis Learners and Context stage and in Design and Conduct Formative Evaluation of Instruction stage.

According to Borg & Gall (2007), a questionnaire can be in closed form, or in open form. In the closed form questionnaire, the questions permits only specified responses (e.g., a multiple-choice question) and it allows the respondents to choose one from the options provided. On the other hand, the questions in open form questionnaire (e.g., an essay question) allow the
respondents to make any response they wish (Borg & Gall, 2007). In this research, the writer used both open form questionnaire and closed form questionnaire.

The questionnaires were distributed in the design and conduct formative evaluation of instruction stage. In order to get the feedback related to the materials designed, the writer distributed the questionnaires to the English teacher of SDN Bogem 2 Sleman, Yogyakarta and the experts from Sanata Dharma University. The feedback given would become a guideline in revising the materials.

2. Interview

In conducting this research, the writer used interviews to collect the data. Interview was one of the research instruments that used in this research. There are three different types of interview such as unstructured interview, structured interview, and semi-structured interview (Ary, Jacobs, & Sorensen, 2010, p. 438). In the first step of the research, called identify instructional goal, semi-structured interview was conducted with the English teacher of SDN Bogem 2 Sleman, Yogyakarta. This interview aimed to help the writer in identifying the goals of the material. In the analysis learners and context step, the writer conducted the structured interview with the English teacher of SDN Bogem 2 Sleman, Yogyakarta to help the writer understands students’ characteristics.

In the analysis learner and context stage, the writer interviewed the English teacher of SDN Bogem 2 Sleman Yogyakarta in order to know the students’ characteristics in learning English, the students’ motivation in learning English, the learning activities and the methods used in the class. The writer also
used informal interview as the instrument in Designing and Conducting Formative Evaluation stage. In this stage, the informal interview was conducted with the experts of education from Sanata Dharma University and the English teacher of SDN Bogem 2 Sleman Yogyakarta. The informal interview was conducted after the writer distributed questionnaire to them. It aimed to obtain the data about the materials designed, whether it was appropriate or not. The result would be the guidelines in evaluating the materials to be better.

E. Data Analysis Technique

There were techniques to analyze data from the two instruments used in this research. The result of interviews was analyzed and summarized in a form of narrative description. In order to get the result of the questionnaires distributed, the writer analyzed the nominal data of this research using the mode. The mode is the value in a distribution that occurs most frequently (Ary, Jacobs and Razavieh, 2002, p. 126). This technique would be used to analyze the data of the questionnaire in Design and Conduct Formative Evaluation of Instruction. For the questionnaire distributed to the students, the data were analyzed by dividing the number of the students who chose certain options in each statement with the total number of the students, then multiplied by 100%. The data calculation was presented as follows.
The result of the questionnaires in the evaluation was analyzed in the form of Likert Scale. “Likert scale assesses attitude toward a topic by presenting a set of statements about the topic and asking respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree (Ary, Jacobs, & Sorensen, 2010, p. 209). In likert scale, the respondents can select one of the response categories provided based on their understanding of the statements. The response category selected has to represent their reaction to each statement. The respondents are not allowed to select more than one option in each statement. “To score the scale, the response categories must be weighted” (Ary, Jacobs, & Sorensen, 2010, p. 210). For positively stated items, strongly agree is scored 5, agree is scored 4, undecided is scored 3, disagree is scored 2, and strongly disagree is scored 1 (Ary, Jacobs, & Sorensen, 2010, p. 210). The writer applied five points to represent the respondents’ agreement, doubt, and disagreement about each statement in the evaluation questionnaire. The points of agreement was presented on the table 3.2.
Table 3.2. Points of Agreement

<table>
<thead>
<tr>
<th>Point of agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>

F. Research Procedures

At the beginning stage of the research, the writer asked a permission letter from the head of English Language Education Study Program of Sanata Dharma University. After asking permission, the writer conducted a class observation. The writer then collected data through distributing questionnaires and also interviewing the English teacher of SDN Bogem 2 Sleman Yogyakarta. Then, the result of questionnaires and interviews conducted were analyzed. The next step was developing speaking material based on Multiple Intelligences theory which is compatible with the students and the learning situation. The writer then stated the goal and the topic of the materials, continued with developing specific learning objectives and learning activities. That step became the basis of designing the materials.

After the materials were designed, the writer gathered feedback from the research subjects. The writer distributed questionnaires and also conducting
interviews with the experts of education from Sanata Dharma University in order to get their feedback, comments, suggestions, and criticisms about the speaking materials. The writer revised the instruction based on the data obtained from the questionnaire and interviews conducted. After the first revision, the writer consulted the experts of education from Sanata Dharma University in connection with the revised materials. The designed materials were revised based on the feedback, comments, criticism, and suggestions from the evaluators. The materials were continuously revised until it could be considered as appropriate materials for the students.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the answers to the two questions in the Research Problems presented in Chapter I. The two research problems are to design speaking materials based on Multiple Intelligences theory for the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta and to present the design of speaking materials for the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta based on Multiple Intelligences theory. This chapter is divided into two parts, namely The Elaboration of the Steps in Designing Listening Materials and Presentation of the Designed Materials.

A. The Elaboration of the Steps in Designing Speaking Materials

This section presents the elaboration of the steps of the instructional design model used in this study. This research adapted Dick and Carey’s model. In this research, the writer included seven steps. They are (1) Identify Instructional Goals, (2) Conduct Instructional Analysis (3) Analysis Learners and Context, (4) Write Performance Objectives, (5) Develop and Select Instructional Materials, (6) Design and Conduct Formative Evaluation of Instruction, and (7) Revise Instruction. Those steps in Dick and Carey’s model are in line with the five steps in R & D. Research and Development Theory involves five steps, namely (1) Research and Information Collecting, (2) Planning, (3) Development Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.
1. **Research and Information Collecting**

   This step is in line with identifying the instructional goals of the product which should be achieved by the students. In identifying the instructional goals, the writer conducted a semi-structured interview with the English Teacher of SDN Bogem 2 Sleman, Yogyakarta, and also distributed questionnaire to the fourth grader students of SDN Bogem 2 Sleman, Yogyakarta.

   a. **The Result of Interview**

   Based on the interview, the writer found some important points that were useful for this step. The teacher explained that the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta, have mixed ability. Some students learned quickly when the teacher was explaining the materials, but there were some students who needed longer time to get the points of the materials explained. The students learned in different ways. In this school, English is taught once a week for 2x35 minutes on Saturday. The time allotment for teaching each skill was not equal.

   Actually, when they were having English lesson, most of them paid attention to the teacher and did whatever teacher asked to do. But sometimes, they felt bored to join the lesson and did unimportant things that were not related to the lesson, for example going around the class, talking to their friend, and other activities that distracted their attention from the teacher.

   In every meeting, English was taught by using integrated way of teaching. The meetings were not specifically prepared for teaching certain language skill. Generally, the students are motivated to learn English, but sometimes they thought that English was very difficult to learn, especially speaking. The students’
competence in speaking was not trained, because the teacher rarely gave the activities that encourage the students to speak in English.

The difficulties were managing the class and finding the suitable activities to make them enjoy learning English and improve their language skills, since sometimes they still did not understand the materials after the lesson. Sometimes, the class was so noisy that the teacher felt very difficult to calm the class. The teacher usually arranged a class discussion, gave the students exercises, and explained in Indonesia if the students do not understand the materials. The methods/strategies that the teacher had ever done were using pictures as the learning media, learning English by singing a song, and arranging class discussion. This was because there were only few interesting media available in that school.

The students felt reluctant to speak in English and used English in simple conversation in the classroom. The teacher thought it was difficult to explain the materials in English, therefore, she explained it in Indonesia. The students needed more exposures in learning English. The possible way to make the students be accustomed to speaking in English was to expand the amount of vocabulary and expression used in every meeting. Teachers should be a good model for their students. The learning process also should to be enjoyable and covered various ways of learning since the students had different ways of learning. Therefore, the writer would design the speaking materials based on the Multiple Intelligences theory, which could help the students to improve their speaking skill along with
improving their various intelligences and to be motivated in involving the activities of speaking in English.

b. The Result of Questionnaire

There were seven questions in the questionnaire distributed. Based on the questionnaire, all students stated that English was an interesting subject. It meant they were interested to learn English. The second question was why they like English. The result can be seen through figure 4.1.

![Figure 4.1. Percentage of Student’s Reason to Learn English](image)

<table>
<thead>
<tr>
<th>Reason to Learn English</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want to speak English well</td>
<td>55.8%</td>
</tr>
<tr>
<td>To get good grade</td>
<td>44.2%</td>
</tr>
</tbody>
</table>

Figure 4.1. Percentage of Student’s Reason to Learn English

There were 55.8% of the students said they like to learn English because they wanted to be able to speak English well and there were 44.2% of the students said they like to learn English because they wanted to get good grade. From the data, the writer concluded that more than 50% of the students wanted to improve their speaking skill.

However, the third question result showed that 79.4% of the students felt that English was difficult. The reasons were varied. There were 59% of them said English was difficult because they could not memorize the English vocabulary
well. The other reason was because the topics given and the learning activities were not very interesting for them.

The writer also identified the students’ dominant intelligence. The result can be seen in figure 4.2.

![Percentage of Students' Learning Ways in MI Theory](chart.png)

**Figure 4.2. Students’ Learning Ways in MI Theory**

The result showed that there were 23% of the students learn with their verbal-linguistic intelligence, 26% of the students learn with their logical-mathematical intelligence, 38% of the students learn with their visual-spatial intelligence, and 17% of the students learn with their musical intelligence. The result showed that the class had students with various intelligences. There were 47% of the students learn with their bodily-kinesthetic intelligence, 20% of the students learn with their naturalistic intelligence, 32% of the students learn with
their interpersonal intelligence, and 17% of the students learn with their intrapersonal intelligence.

The highest percentage of the students’ intelligence in learning was students who learn with their bodily-kinesthetic intelligence. However, the result showed that the fourth grader of *SDN Bogem 2 Sleman Yogyakarta* learn with various kind of intelligences. Based on this result, the writer would design the materials that involved all kinds of intelligences in the learning activities.

The writer also provided topic options for the students based on the curriculum that was used in *SDN Bogem 2 Sleman Yogyakarta*. The students were allowed to choose three kinds of topics they like best. The result can be seen in figure 4.3.

![Figure 4.3. Students’ Choices of Topics](image)

Figure 4.3. Students’ Choices of Topics

Figure 4.3. shows that less than 20% of the students chose *Directions*. *Greetings*, *Introduction*, and *Body and Face*. There were 29% of the students who
chose Preposition as the topic, and 35% of them chose *Alphabets*. The result was that the chosen topics were the three highest percentage of choices. They were *Food and Drink, Things in the Classroom, School Activities*. The percentage were in order 70%, 61.7%, and 73.5%. The three topics was used in developing the speaking materials. The three topics were combined to design four units of speaking materials.

2. Planning

After identifying instructional goals, the writer started to do the planning stage. This stage includes defining skills, stating objectives, and determining goals, topic and general purposes. (Borg and Gall, 1983, p. 775). This stage is in line with the Conduct Instructional Analysis, Analysis Learners and Context and Write Performance Objectives stages.

a. Conduct Instructional Analysis

The writer determined the process and procedures that had to be completed by the students to achieve the goals. Each unit consists of several sections that would help the learners to improve their speaking skills.

b. Analysis Learners and Context

In this step, the writer focused on Multiple Intelligence theory. The writer adapted the eight intelligences in the theory, namely verbal-linguistic, logical-mathematical, visual-spatial, musical/rhythmic, bodily-kinesthetic, intrapersonal, interpersonal, and naturalist intelligence. The materials refer to verbal-linguistic intelligence consist of activities which improve their speaking skill and their
intelligence related to words. **Logical-mathematical** intelligence became the reference to provide exercises which develop their logical thinking, problem-solving and also reasoning in improving their speaking skill. The activities that emphasize **visual-spatial** intelligence help the students to expand their English vocabulary with their ability to respond well to pictures and colour-coded materials. Some songs help the students remember the vocabulary and expressions learned and improve their **musical** intelligences. The activities that include **bodily/kinesthetic** intelligence allow students to learn using their strong awareness of physical actions. The students can also improve their **intrapersonal intelligence** through self-projects in the materials designed. Students’ **interpersonal intelligence** is also improved through some activities that allow them working in group. **Naturalist intelligence** became the reference to provide exercises that enable the students to learn outdoor where they can interact with their natural environment.

c. **Write Performance Objectives**

In this step, the writer should write specific statements of what the learners will be able to do when they complete the instruction. The writer stated learning objectives in every meeting. The description of learning objectives in every unit can be seen in table 4.1.
Table 4.1. Description of Learning Objectives in Each Unit

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1. I Have Three Pencils</td>
<td>1. Mention vocabulary related to things in their bag.</td>
</tr>
<tr>
<td></td>
<td>2. Recognize the expressions by matching the pictures with the right expressions</td>
</tr>
<tr>
<td></td>
<td>3. Practice the expressions by a doing class survey in “Let’s Talk!”</td>
</tr>
<tr>
<td>Unit 2. Raise Your Hand ,Please!</td>
<td>1. Mention vocabulary related to things in the classroom.</td>
</tr>
<tr>
<td></td>
<td>2. Guess the verbs acted by the teacher by doing verb crossword puzzle.</td>
</tr>
<tr>
<td></td>
<td>3. Respond to instruction given by playing “Joko Says” game with the teacher.</td>
</tr>
<tr>
<td></td>
<td>4. Give simple instruction by playing “Joko Says” game with their friends.</td>
</tr>
<tr>
<td>Unit 3. I Want Some Ice Cream</td>
<td>1. Mention vocabulary related to kinds of food and drink.</td>
</tr>
<tr>
<td></td>
<td>2. Say the expression of offering, giving, and receiving something</td>
</tr>
<tr>
<td></td>
<td>3. Make simple request of asking for food and drink to their friend.</td>
</tr>
<tr>
<td></td>
<td>2. Say the expression of asking and giving permission.</td>
</tr>
</tbody>
</table>

3. Development Preliminary Form of Product

In this step, the writer started to design the speaking materials. The speaking materials were designed based on Multiple Intelligences theory. The
writer considered the result of the questionnaires distributed to the students in designing the materials. The step is in line with the Develop and Select Instructional Materials step from Dick and Carey’s model. The step results the materials consisted of four units, lesson plans, and teacher’s manuals. The result can be seen in the appendices.

4. Preliminary Field Testing

After finishing the materials design, the writer obtained evaluation from the respondents. Because this research used Dick and Carey’s model, the stage involved designed and conducted formative evaluation of instruction. Designing and conducting formative evaluation of instruction was done by distributing questionnaires to the experts in order to get the feedback and suggestions from the respondents related to the materials designed. The feedback and suggestions would be the guidelines in improving the quality of the materials. The respondents of this stage were two PBI lecturers of Sanata Dharma University and also the English teacher of SDN Bogem 2 Sleman Yogyakarta. The description of the respondents was as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Group of respondents</th>
<th>Male/Female</th>
<th>Educational background</th>
<th>Teaching Experience (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>1.</td>
<td>Eng. teacher</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Eng. lecturers</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
In this research, the writer used both open form questionnaire and closed form questionnaire. The first part of the questionnaire was a closed form questionnaire. In the first part, the respondents gave their opinion by choosing one point of agreement in each statement written. The points of agreement are stated as follows.

1 = strongly disagree with the statement
2 = disagree with the statement
3 = undecided about the statement
4 = agree with the statement
5 = strongly agree with the statement
The evaluation data were presented on the table 4.2.

Table 4. 3. Respondents’ Opinion

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents’ opinion</th>
<th>Frequency of occurrence</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The speaking materials is relevant to the basic competence and competence standard.</td>
<td>- - - 3 -</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>The content is appropriate for the fourth grade of Elementary School.</td>
<td>- - - 3 -</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>The topics are interesting.</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>The topics are well-developed.</td>
<td>- - 1 2 -</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>The instruction in each section is written clearly.</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>The activities are arranged in a logical order (from the easier activity to the more difficult).</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>The materials are able to develop the students’ verbal-linguistic intelligence.</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>The materials are able to develop the students’ logical-mathematical intelligence.</td>
<td>- - - 3 -</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>The materials are able to develop the students’ visual-spatial Intelligence.</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>The materials are able to develop the students’ musical intelligence.</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>The materials are able to develop the students’ bodily-kinesthetic intelligence.</td>
<td>- - 1 1 1</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>The materials are able to develop the students’ naturalistic intelligence.</td>
<td>- - 1 2 -</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>The materials are able to develop the students interpersonal intelligence.</td>
<td>- - 1 1 1</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>The materials are able to develop the students’ intrapersonal intelligence.</td>
<td>- - 1 2 -</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>The materials represent the speaking materials that are in line with MI theory.</td>
<td>- - - 2 1</td>
<td>4</td>
</tr>
</tbody>
</table>
Based on the questionnaires distributed to the respondents, the results showed that the materials were good enough; for the mode of the fifteen statements were 4. The writer concluded that the respondents agreed that the materials were appropriate for the fourth graders of SDN Bogem 2 Sleman Yogyakarta. The questionnaires were also in a form of open-ended questions. It enabled the respondents to give more feedback and comments on the materials. The writer raised questions about the respondents’ opinion, the strengths and weaknesses of the materials, and the suggestions about the designed materials.

The materials evaluation was done twice. The elaboration of each is as follows.

**a. The first evaluation**

In the first evaluation, there were some feedback, criticism, and suggestions obtained from the three experts. Generally, the materials were good and well-developed. However, there were several points that need to be reconsidered in revising the materials. The feedback, criticism, and suggestions were as follows.

1. The materials were well-developed considering the age of the learner who needs various activities.

2. The materials were equipped with Teacher’s manual along with the sample of teacher’s talk and students’ talk. It really helped teacher to ensure the availability of spoken English exposure.

3. Some illustrations were good. It really showed Indonesian context.

4. The materials did not really succeed in addressing the intelligence equally.
5. The writer should find a way to develop intrapersonal intelligence through speaking activity because the activities provided could not develop their speaking skill.

6. In some pages, the layout was too crowded.

7. Some of the teacher’s talk was too wordy. It did not help the children to go for meaning.

8. There were no criteria for assessment.

9. There were some grammatical mistakes in the materials designed. The writer should revise it to give a good model of how the language is used.

All feedback, comments, criticism, and suggestions from the expert became the guidelines in revising the materials.

b. The second evaluation

After the writer evaluated the materials based on the first evaluation by the experts, the writer gave the materials designed to the experts in order to get more comments and suggestions about the revised materials. From the result obtained, all of respondents agreed that the materials were getting better. However, there were still some points that needed to be revised. Based on the result of questionnaire, one of the respondents noted that the materials began with written English to spoken English. On the other hand, the materials would suit a more traditional teacher while at the same time attempting to increase students’ opportunity to speak. The other comments were that the writer should reconsider a few activities, make the assessment criteria that reflect the indicators, and be more
accurate with her English; for there were still a few grammatical mistakes in the materials.

5. Main Product Revision

After the writer got the feedback from the questionnaire distributed to the experts, the writer revised the materials based on the feedback given. Based on the first revision, the writer made some changes. The revisions are presented below:

1. The writer checked the materials and modified the activity “What I have learned?” became “Work on your own” to make it more suitable in addressing intrapersonal intelligence.
2. The writer revised the layout of the materials to make it less crowded and readable for the students.
3. The teacher’s talk in the teacher’s manuals was simplified to make the speech understandable for the students. The writer also provided the model of gestures done while the teacher is talking to the students.
4. The writer made the criteria for assessment in each unit.
5. The writer checked the syllabuses, lesson plans, teacher’s manuals, and the designed materials to correct some grammatical mistakes.

After the writer finished revising the materials based on the first evaluation, the revised materials were returned to the respondents to give more feedback. In the second evaluation, the writer got some useful suggestion for the materials designed. Based on the second evaluation, the materials still needed to be revised. The second revisions were presented as follows.
1. The writer checked a few activities and modified it so that the activities became more effective.

2. The assessment criteria were revised so that it reflected the indicators.

3. The writer checked the syllabuses, lesson plans, teacher’s manuals, and designed materials. It was important to prevent the students from confusion on the inaccurate English.

B. The Presentation of the Designed Materials

This section aimed to present the designed materials in order to answer the second research problem. The second research problem is the presentation of what the materials look like. To answer this research problem, the materials were proceeded through several two stages of evaluation. Before the materials were ready to be presented, the materials were revised and improved based on the first and second feedback from the respondents. The final version of designed materials was presented in the Appendix C.

Time allocation for each unit was 2 x 35 minutes. There were four units presented in the materials, which were described as follows:

1. I have three pencils.

2. Raise your hands, please.

3. I want some ice cream.

4. May I borrow your bicycle?

The activities provided were Look, listen and repeat, How do we say it?, Let’s do it, Let’s talk, Sing and dance, Let’s play, Explore it, and Work on your own. Each kind of activity represents one or two dominant intelligences.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two major parts. The first part draws the conclusion of the study. The second part presents the recommendations for the English teachers and the future researchers.

A. Conclusions

This study aimed to design English speaking materials based on Multiple Intelligences theory for the fourth grade students of SDN Bogem 2 Sleman Yogyakarta. In order to accomplish the goal of this study, the writer formulated two research problems. The first problem was about the process of designing the English speaking materials, while the second one was the presentation of the English speaking materials based on Multiple Intelligence theory that had been designed.

In answering the first question in the research problem, the writer adapted Dick and Carey’s instructional model design. The designed materials were developed by following some steps in Dick and Carey’s model. They were (1) identify instructional goals, (2) conduct instructional analysis, (3) analysis learners and context, (4) write performance objectives, (5) develop and select instructional materials, (6) design and conduct formative evaluation of instruction, and (7) revise instruction.
The first step was identifying instructional goals. In this step, the writer determined what the goal of the product that should be achieved by the students. The writer collected the data from the interview conducted with the English teacher of SDN Bogem 2 Sleman Yogyakarta. The second step was conducting instructional analysis. In this step, the writer defined what skills, knowledge and attitudes were required for the students to be able to begin the instruction. After that, the writer did the third step, analyzing learners and context. The step aimed to analyze the characteristics of the learners in the learning process that were important to consider in the design of the instructional activities. The writer also analyzed what the context in which the learners will learn the skills and the context in which they will use them.

The next step was writing performance objective. In this step, the writer defined specific statements of what the learners will be able to do when they complete the instruction. The writer developed the objectives based on the competence standard and basic competence for the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta based on KTSP (Kurikulum Tingkat Satuan Pendidikan). The designed materials is no longer applicable for the Primary School students generally because there are schools that started to apply the new curriculum. However, it can still be applied in SDN Bogem 2 Sleman, Yogyakarta because the teacher still refers to the KTSP in teaching.

The fifth step was developing and selecting instructional materials. In this step, the writer designed the materials based on the result of the previous steps. The writer selected the appropriate materials and learning activities that based on
the Multiple Intelligence theory. There were four units in the designed materials. The topics were chosen based on the competence standard and basic competence for the fourth grade students of SDN Bogem 2 Sleman, Yogyakarta.

After the writer finished designing the materials, the next step done was designing and conducting formative evaluation of instruction. The evaluation aimed to get feedback and suggestion from the respondents. There were three respondents in evaluating the designed materials. The respondents were the experts and the English teacher of SDN Bogem 2 Sleman, Yogyakarta. In order to make the materials designed better, the materials evaluation was conducted twice. The result was obtained in the form of evaluation questionnaires that were distributed to the respondents.

Based on the result of the questionnaires, generally, the respondents gave positive responses to the designed materials. It could be seen from the last result of questionnaire. The respondents stated that the designed materials were well developed and acceptable for the fourth grade of SDN Bogem 2 Sleman Yogyakarta.

The last step was revising instruction. In this step, the writer revised the instruction. The revisions were done twice based on the result got from the respondents’ feedback and suggestions.

The second part of this chapter was the presentation of the designed materials. The materials were designed based on the multiple intelligences theory. There were four units in the designed materials and each unit consisted of six to
eight sections. The full version of the designed materials were attached in the appendices. The materials were expected to improve the students’ motivation in the learning process especially in English speaking skill lesson. The varied learning activities were designed based on the Multiple Intelligence in order to lead them to develop their speaking ability.

**B. Recommendations**

In this part, the writer would offer some suggestions to the English teacher of Elementary School and future researchers.

1. **For English teachers of Primary School**

   Before the teacher implements the materials to the students, it is important for the teacher to have preparation. It can be done by reading the designed materials, the teacher’s manuals, and the lesson plans. Therefore, the teacher knows each activity and the way of delivering the materials to the students. The teacher should be a good model for the students and be a good facilitator for the students. The materials have not been applied yet, so the teacher should anticipate the possibility of modifying the materials.

2. **For future researchers**

   The writer recommends the other researcher implementing the designed materials because the writer only designed the material and did not implement it to the students. In designing the materials, the future researchers need to consider the development of students’ need and life style that will always develop. The
researchers should really pay attention on the latest development of students’ need and life style.

The weakness of the designed materials is that it can only be applied for the short period of time. In the following academic years, the speaking materials designed may be no longer applicable to the new curriculum. The writer suggests that the future designer should design the materials based on the recent curriculum applied in this country.
REFERENCES


APPENDIX A

Letter of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

List of Questions for Interview
List of Questions for Interview

(Guidelines for interviewing the teacher)

1. Berapa kali dalam seminggu Bahasa Inggris diajarkan?
2. Bagaimana pembagian waktu untuk listening, speaking, reading, dan writing di kelas?
3. Menurut anda, bagaimana motivasi dan kemampuan siswa dalam belajar bahasa inggris khususnya speaking?
4. Bagaimanakah karakter/ tingkah laku siswa pada saat mengikuti pelajaran Bahasa Inggris?
5. Kesulitan / kendala apakah yang sering anda alami dalam mengajar siswa kelas IV
6. Bagaimana anda mengatasi kesulitan-kesulitan tersebut?
7. Strategi/ metode apakah yang pernah anda gunakan dalam mengajar Bahasa Inggris?
8. Apakah strategi/metode tersebut cukup efektif?
9. Apakah anda pernah mengajar dengan mempertimbangkan kemampuan / kecerdasan spesifik yang dimiliki para siswa? Misalnya: kecerdasan linguistik, kecerdasan matematis-logis, kecerdasan spasial, kecerdasan musikal, kecerdasan kinestis-jasmani, kecerdasan naturalis, kecerdasan interpersonal, dan kecerdasan intrapersonal.
10. Bagaimanakah gambaran keseluruhan aktivitas mengajar yang biasa anda lakukan?
11. Bagaimana menurut anda kemampuan siswa dalam berbicara dalam bahasa Inggris?
Result of Interview

Raw Data

Date of interview: 6th of October 2012

Respondent: The English Teacher of SDN Bogem 2 Sleman

1. English is taught once a week for 2x35 minutes on Saturday
2. The time allotment for teaching each skill is not equal. In every meeting, English is taught by using integrated way in teaching. There is no meeting which is specifically prepared for teaching certain language skill.
3. Generally, the students are motivated to learn English, but sometimes they think that English is very difficult to learn English, especially speaking. The students’ competence in speaking is not good, because the teacher rarely gives the activities that encourage the students to speak in English.
4. Actually, when they have English lesson, most of them pay attention to the teacher and do whatever teacher ask to do. But sometimes, they feel bored to join the lesson and do unimportant things that are not related to the lesson, for example go around the class, talk to their friend, etc.
5. The difficulties are managing the class and finding the suitable activities to make them feel enjoy learning English and improve their language skills, because sometimes they still don’t understand the material after the lesson. Sometimes, the class is very noisy so that the teacher feels very difficult to calm the class.
6. The teacher usually arranges a class discussion, gives the students exercises, and explains in Indonesia if the students don’t understand the material.
7. The methods/strategies that the teacher has ever done are using pictures as the learning media, learning English by singing a song, and arranging class discussion. This is because there are only few interesting media available in school.
8. Yes, it is
9. No, never.
10. The class usually opened by prayer, then explanation by the teacher about the material that day, do the exercise, discuss the result with all of students, question section, review, and then the students are given homework for the next meeting.
11. The students’ skills in speaking are still weak. They feel reluctant to speak in English and use English in simple conversation in the classroom. The teacher thinks it is difficult to explain the material in English, so, she explains it in Indonesia.
APPENDIX C

Questionnaire for the Students
KUESIONER

I. Data Responden

Umur : 

Jenis Kelamin : 

Bahasa sehari-hari (boleh lebih dari satu)

a. Bahasa Indonesia  
b. Bahasa Jawa  
c. Bahasa Asing (misalnya bahasa inggris)

Belajar bahasa inggris sejak :

a. TK  
b. SD

II. Jawablah pertanyaan-pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapatmu dengan memberi tanda silang / lingkaran!

1. Apakah bahasa inggris itu menyenangkan?
   a. Ya  
   b. Tidak

2. Kamu belajar bahasa inggris karena...(pilih salah satu jawaban yang paling sesuai dengan keadaanmu)
   a. ingin dapat berbicara dalam bahasa inggris  
   b. ingin mendapat nilai yang bagus

3. Apakah bahasa inggris itu sulit?
   a. Ya  
   b. Tidak

4. Jika ya, apakah alasanmu?
   a. karena kesulitan menghafalkan kosakatanya  
   b. karena topiknya kurang menarik  
   c. karena kegiatan dan suasana kelas kurang menarik  
   d. karena...........................................................................................................
      (boleh diisi dengan jawaban lain)

5. Cara belajar mana yang lebih kamu sukai?(boleh memilih 2 jawaban)
   a. belajar di dalam kelas dengan kelompok-kelompok kecil  
   b. belajar di dalam kelas dengan mengerjakan kegiatan sendiri  
   c. belajar di luar ruang kelas dengan kelompok-kelompok kecil  
   d. belajar di luar ruang kelas dengan mengerjakan kegiatan sendiri
6. Kegiatan apa yang kamu sukai? (boleh memilih lebih dari 1)
   a. Mengarang cerita, membaca buku, menghafal kosakata
   b. Menghitung angka-angka, bermain teka-teki, melakukan percobaan di rumah setelah mendapat pelajaran IPA
   c. Bermain puzzle atau menggambar
   d. Mendengarkan lagu dan bernyanyi
   e. Olahraga, Bermain dengan berbagai macam gerakan
   f. Jalan-jalan ke sungai/sawah, mengoleksi benda-benda alam (kerang, batu, binatang kecil), berkebun
   g. Belajar dalam kelompok
   h. Belajar sendiri
   i. Lainnya ........................................................................................................
   (boleh diisi dengan kegiatan lain)

7. Pilihlah topik yang bisa mendukungmu untuk dapat belajar berbicara dalam bahasa Inggris
   a. Alphabets (huruf)
   b. Numbers (angka-angka)
   c. Food and drink (makanan dan minuman)
   d. Preposition (Kata depan/perangkai)
   e. Things in the classroom (benda-benda di dalam kelas)
   f. Direction (arah)
   g. School Activities (kegiatan sekolah)
   h. Greetings (salam)
   i. Introduction (Perkenalan)
   j. Body and Face (Tubuh dan wajah)

Thank You 😊
APPENDIX D

Questionnaire for Evaluating the Designed Materials
EVALUATION QUESTIONNAIRE

As a participant of this research, you are expected to state your evaluation toward the designed materials, which are enclosed with the questionnaire.

Participant’s Identity

Name: ............................................

Educational Background: S1/ S2/ S3

Teaching Experiences: ........... years.

You are expected to choose one of the options by ticking (✓) the number which indicated your degree of agreement. The number and the degree of agreement can be categorized as follows:

1: Strongly Disagree
2: Disagree
3: Doubt
4: Agree
5: Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Degrees of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>The speaking materials for the fourth grade students of <strong>SDN Bogem 2 Sleman, Yogyakarta</strong> is relevant to the basic competence and competence standard</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The content is appropriate for the fourth grade of Elementary School.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The topics are interesting.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The topics are well-developed.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The instruction in each section is written clearly.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The activities are arranged in a logical order (from the easier activity to the more difficult).</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The materials are able to develop the students’ verbal-linguistic intelligence</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials are able to develop the students’ logical-mathematical intelligence</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
9. The materials are able to develop the students’ visual-spatial Intelligence  

10. The materials are able to develop the students’ musical intelligence  

11. The materials are able to develop the students’ bodily-kinesthetic intelligence  

12. The materials are able to develop the students’ naturalistic intelligence  

13. The materials are able to develop the students’ interpersonal intelligence  

14. The materials are able to develop the students’ intrapersonal intelligence  

15. The materials represent the speaking materials that are in line with Multiple Intelligences theory.

1. What do you think about the overall designed materials?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are the strengths of the materials designed?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. What are the weaknesses of the materials designed?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

4. What is your suggestion in order to improve the material to be better?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

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~~~~~Thank You~~~~~
APPENDIX E

General Description
GENERAL DESCRIPTION

This research is entitled “Designing Speaking Material based on Multiple Intelligences for fourth grade students of SDN Bogem 2 Sleman, Yogyakarta. The aim of this research is to provide the speaking material for the students in order to improve their motivation in learning and encourage them to try to speak English in the class.

A. Background

_SDN Bogem 2_ is located in Bogem, Tamanmartani, Sleman, Yogyakarta. This is one of the Elementary Schools in that area. Most of the students come from the surrounding countryside. Most of them speak Javanese in their daily conversation. English becomes one of the subjects taught in this school. Based on the class observation and the interview with the teacher, the English teacher of _SDN Bogem 2 Yogyakarta_ said that she had difficulty in teaching speaking to the students. They have less motivation and feel reluctant to speak English. The writer observed that the students lack exposures to spoken texts that enable them to try to speak in English. Moreover, the teacher used very little English in the class while teaching. The teacher explained in Indonesian, and the students responded in Indonesian. Based on the interview with the teacher, if the teacher speaks in English while teaching, the students will not be able to understand the materials and tend to do other unnecessary activities when the teacher is explaining in front of the class.
The four grade students have different characteristics from one another. There are 34 students in the class. Each of them has his/her own way of learning. The teacher faces difficulties in accommodating all students’ learning style. This material is designed in order to help the teacher find various activities that are interesting for the students and accommodate the students' intelligences. Therefore, the writer designed the speaking material based on the Multiple Intelligences theory. The Multiple Intelligences theory, which was proposed by Howard Gardner, states that there are eight intelligences in human. They are verbal-linguistic, logical-mathematical, visual-spatial, interpersonal, intrapersonal, bodily-kinesthetic, musical, and naturalist intelligence. Students with dominant verbal-linguistic intelligence and have very good development in this intelligence can communicate well in words and sentences. Students with dominant logical-mathematical intelligence perform well in mathematical calculations, logical thinking, problem-solving and also reasoning (Chambell, Chambell, & Dickinson, 1996). Students with dominant visual-spatial intelligence tend to think in three-dimensional picture rather than words and are able to see the object, remember, and make the similar image of the object (Beachner & Pickett, 2001). Students with dominant bodily-kinesthetic intelligence learn a lot when they are involved in the physical activity / body movements. Students with musical intelligence learn fast through music or songs. Students with interpersonal intelligence enjoy working in groups, while students with intrapersonal intelligence like dealing with themselves, in reflecting or self-learning. Students
with dominant **naturalistic** intelligence have good ability in classifying things and enjoy outdoor learning, when they can interact directly with the nature.

**B. Material Description**

The speaking materials for the fourth grade students of **SDN Bogem 2 Sleman Yogyakarta** in the second semester consists of 4 (four) units as follows.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have three pencils.</td>
</tr>
<tr>
<td>2</td>
<td>Raise your hand, please!</td>
</tr>
<tr>
<td>3</td>
<td>I want some ice cream.</td>
</tr>
<tr>
<td>4</td>
<td>May I borrow your bicycle?</td>
</tr>
</tbody>
</table>

The materials were divided to six up to seven sections in each unit. The activities provided were variously designed based on the eight intelligences. The elaboration of each section was as follows.

a. Look, Listen and Repeat.

This part allows the students to classify things that are related to the topic. They can say them in Indonesian and then translate them in English. It allows the students to observe the real situation and at the same time, they learn the vocabulary used in the discussed chapter. There will be pictures to help the students to convey the meaning of the word easily. In this part, students listen to the teacher, then repeat the teacher’s pronunciation several times. It helps the
students to pronounce the words correctly. This part is mostly arranged in the beginning to help the students to master word-level vocabulary first before they learn the expressions. This section accommodates the naturalist students, visual-spatial students, and verbal-linguistic students to learn.

b. How do we say it?

This part contains drills from the teacher about the way to say the expressions. It allows the students to understand the expressions and how to use it in the conversation. It also provides the examples of conversation in a form of picture dialogue in certain situation. This section involves the verbal-linguistic intelligence and mathematical-logical intelligence.

c. Let’s do it.

In this section, the students are challenged to do exercises related to the vocabulary or expression. The exercises aim to improve the students’ understanding of the vocabulary or expressions, which have been learned before. The exercise can be filling in the blanks, doing crossword puzzle, matching pictures with contextual dialogues, and finding the right way in a maze. This part mostly accommodates the logical-mathematical intelligence, but in some exercises, it also involves other intelligences visual-spatial and interpersonal intelligence.
d. Let’s talk.

This part of the materials enables the students to use all of their intelligence to practice talking with their friends in the classroom. The dominant intelligence involved is verbal-linguistic intelligence. This section aims to encourage the students to practice speaking in English confidently. This part also involves the interpersonal intelligence of the students since they have to interact with other while practicing speaking.

e. Sing and dance.

This section involves the students’ musical and kinesthetic intelligences. Through this activity, the students can learn how to pronounce certain words, learn what the meaning is, and learn how to use the word in the contextual conversation discussed in the unit. The students will learn those through songs and body movements.

f. Let’s play.

This part enables the students to play games with their friends. The games are designed to provide an interesting activity among the other activities presented in each chapter. The games are still designed based on the topic discussed to make the students have deeper understanding of the materials. This part can involve various intelligences such as bodily-kinesthetic, interpersonal, or verbal-linguistic intelligence.
g. Explore it.

This part enables the students to learn English through outdoor activities, to classify things in groups, to have physical activities. This section involves natural intelligence and bodily-kinesthetic intelligence.

h. Work on your own.

This section accommodates the students’ need to do their task by themselves. This part includes activities where they can express themselves. This section mostly provides them activities where they can talk about themselves in topics such as favorite things, likes and dislikes. This section improves the students’ understanding of the lesson when they are working by themselves. This involves the intrapersonal intelligence of the students.
APPENDIX F

Syllabus
### SYLLABUS

**School** : SDN Bogem 2  
**Course** : English  
**Grade / Semester** : 4 / II  
**Time Allotment** : 2 x 35’

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 6. Expressing very simple instruction and information in the classroom context. | 6.3. To communicate to ask/give service/things acceptably involving speech acts: asking for help, asking things, and giving things. | 1. The students are able to mention some English vocabulary related to things in their bag.  
2. The students are able to use numbers in sentences. | Unit 1 I Have Three Pencils | - Greeting  
- Mentioning things the students usually bring in their bag in Indonesia.  
- Listening to the English words of things in the bag and numbers, and then the students repeat them.  
- Singing a song related to the vocabulary learned and using the real | - Visual-spatial & Naturalist  
- Logical-mathematical & Verbal-linguistic  
- Musical, bodily-kinesthetic, | Imitative speaking – Repetition task. The teacher say some words or sentences, then the students repeat after the teacher, whether it is a pair of words, | Learn English Your Way |
<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The students are able to practice simple conversation with their friends</td>
<td>things that the teacher has prepared before</td>
<td>checking the real things in their bags and counting the number of things in their bags</td>
<td>Working in groups</td>
<td>Practising the simple dialogues in “How Do We Say It?”</td>
<td>visual-spatial</td>
<td>a sentence, or a question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practising the simple dialogues in “How Do We Say It?”</td>
<td>Matching the expression with the right picture.</td>
<td></td>
<td>Reporting the result in front of the class</td>
<td>Naturalist &amp; Logical-Mathematical</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Matching the expression with the right picture.</td>
<td>Practising the simple dialogues in “How Do We Say It?”</td>
<td></td>
<td>Playing “Mime game”</td>
<td>Verbal-linguistic</td>
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<tr>
<td></td>
<td>Doing the class survey and practising the expression learned before.</td>
<td></td>
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<td></td>
<td>Visual-spatial &amp; Logical-Mathematical</td>
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<td></td>
<td>Reporting the result in front of the class</td>
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<td></td>
<td>Verbal-linguistic, interpersonal</td>
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<td></td>
<td>Playing “Mime game”</td>
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<td></td>
<td></td>
<td>Intrapersonal</td>
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<td></td>
<td>Bodily-kinesthetic</td>
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<tr>
<td>Competence Standard</td>
<td>Basic Competence</td>
<td>Indicators</td>
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<td>Evaluation</td>
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<td></td>
<td>• Summarizing the lesson</td>
<td>• Logical-mathematical</td>
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<td></td>
<td>• Closing</td>
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</tbody>
</table>
### SYLLABUS

**School** : SDN Bogem 2  
**Course** : English  
**Grade / Semester** : 4 / II  
**Time Allotment** : 2 x 35’

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
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<th>Materials</th>
<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 6. Expressing very simple instruction and information in the classroom context | 6.2 To communicate by involving actions acceptably that includes giving example of doing something and giving instruction. | 1. The students are able to mention some English vocabulary related to things in the classroom. | Unit 2 Raise Your Hand, Please | • Greeting  
• Mentioning things the students see in the classroom in Indonesia.  
• Listening to the English words of things in the classroom, and then the students repeat it.  
• Looking at the teacher gestures and filling the verb crossword | • Visual-spatial & Naturalist  
• Logical-mathematical Verbal-linguistic  
• Visual-spatial, Bodily-kinesthetic, | Imitative speaking – Repetition task. The teacher say some words or sentences, then the students repeat after the teacher, whether it is a pair of words, | Learn English Your Way |

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**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
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<th>Evaluation</th>
<th>Sources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. The students are able to mention various action verbs they do in the classroom.</td>
<td></td>
<td>• Listening to the expressions said by the teacher and repeating it.</td>
<td>and Logical-mathematical</td>
<td>a sentence, or a question.</td>
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<td></td>
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<td>3. The students are able to practice simple instructions.</td>
<td></td>
<td>• Playing “Joko Says” game with the teacher.</td>
<td>Visual-spatial, Verbal-linguistic</td>
<td>a sentence, or a question.</td>
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<td></td>
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<td>4. The students are able to give simple instructions</td>
<td></td>
<td>• Giving simple instruction to other students based on the picture cards by playing the “Joko Says” game.</td>
<td>Bodily-kinesthetic</td>
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<td>• Singing the song “When you’re happy”</td>
<td>Verbal-linguistic, Bodily-kinesthetic, Visual-spatial, Interpersonal</td>
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<td></td>
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<td>• Moving their body like the pictures provided and saying the simple instruction based on the picture.</td>
<td>Musical, Bodily-kinesthetic</td>
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<td>Bodily-kinesthetic</td>
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<td>Intrapersonal</td>
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<td>Verbal-linguistic</td>
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<th>Sources</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Summarizing the lesson</td>
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<td></td>
<td>• Logical-mathematical</td>
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<td>• Closing</td>
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</tbody>
</table>
## SYLLABUS

**School**: SDN Bogem 2  
**Course**: English  
**Grade / Semester**: 4 / II  
**Time Allotment**: 2 x 35’

<table>
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<th>Competence Standard</th>
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<th>Materials</th>
<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 6. Expressing very simple instruction and information in the classroom context. | 6.3. To communicate to ask/give service/things acceptably involving speech acts: asking for help, asking things, and giving things. | 1. The students are able to mention some English vocabulary related to various food and drink  
2. The students are able to ask for food and drink in English | Unit 3 I Want Some Ice Cream | • Greeting  
• Mentioning kinds of food and drink  
• Listening to the English words of some kinds of food and drink then the students repeat it  
• Listening to the expressions said by the teacher and then repeat it | • Visual-spatial & Naturalist  
• Logical-mathematical & Verbal-linguistic  
• Verbal-linguistics | Picture-cued Task  
Picture-cued elicitation of kinds of food and drink, and of expression of giving and receiving things. | Learn English Your Way |

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
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<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3. The students are able to say the expression of giving things in English.</td>
<td></td>
<td>• Looking at the examples of dialogue and practice it with their friend in pairs.</td>
<td>• Visual-spatial &amp; Verbal-linguistic</td>
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<td></td>
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<td></td>
<td></td>
<td>• Doing the exercise of filling the blanks in the dialogues</td>
<td>• Logical-mathematical &amp; Visual-spatial</td>
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<td></td>
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<td>• Sitting in a group of four and practice speaking the expression of offering, giving, and receiving things</td>
<td>• Verbal-linguistic &amp; interpersonal</td>
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<td></td>
<td>• Telling the class about her/his favourite food or drink</td>
<td>• Intrapersonal &amp; Verbal-linguistic</td>
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<td></td>
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<td></td>
<td>• Summarizing the lesson</td>
<td>• Logical-mathematical</td>
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<td>• Closing</td>
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**Grade / Semester**: 4 / II  
**Time Allotment**: 2 x 35’

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<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 6. Expressing very simple instruction and information in the classroom context. | 6.4. To communicate in order to ask and give information acceptably which involve speech acts: asking permission, giving permission, agreeing, disagreeing, denying, and ask for clarification. | 1. The students are able to mention some English vocabulary related to the things they can find in the schoolyard.  
2. The students are able to ask and give permission of borrowing | Unit 4 May I Borrow Your Bicycle? | • Greeting  
• Mentioning rooms they find in the school.  
• Drawing a line to the picture of schoolyard (finding a way in a maze)  
• Listening to the English words of things may be found in the schoolyard and repeating the | • Visual-spatial & Naturalist  
• Logical-mathematical & Visual-spatial  
• Logical-mathematical & verbal-linguistic | Picture-cued Task  
Picture-cued elicitation of kinds of toy vocabulary & of borrowing something | Learn English Your Way! |
<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activity</th>
<th>Intelligences used in learning</th>
<th>Evaluation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>something from their friends and their teacher</td>
<td>words after the teacher.</td>
<td>• Listening to the expressions said by the teacher and repeating it. • Singing “May I borrow?” song along with the teacher then come in front to sing in front of the class. • Seeing the three example of dialogue, fill in the blanks, and then practice it with their friend. • Reading aloud the text and tell about their favourite toy.</td>
<td>• Visual-spatial &amp; Verbal-linguistic • Musical &amp; Bodily - kinesthetic • Logical-mathematical &amp; Verbal-linguistic • Intrapersonal &amp; Verbal-linguistic</td>
<td>Learn English Your Way</td>
<td></td>
</tr>
<tr>
<td>Competence Standard</td>
<td>Basic Competence</td>
<td>Indicators</td>
<td>Materials</td>
<td>Learning Activity</td>
<td>Intelligences used in learning</td>
<td>Evaluation</td>
<td>Sources</td>
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<td></td>
<td>Going to the schoolyard and play “May I borrow?” game.</td>
<td>Interpersonal Bodily-kinesthetic</td>
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<td>Logical-mathematical</td>
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<td>Closing</td>
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</tbody>
</table>
APPENDIX G

Lesson Plans
LESSON PLAN
(Unit 1)

School: SDN Bogem 2
Subject: English
Class/ Sem: IV / 2
Topic: Things in the bag (I Have Three Pencils)
Skill Focus: Speaking
Time: 2 x 35 minutes

Competence Standard
6. Expressing very simple instruction and information in the classroom context

Basic Competence
6. 1 To imitate speech in very simple expression acceptably.

Indicators
1. The students are able to mention some English vocabulary related to various things that they could find in their bag.
2. The students are able to pronounce the words correctly.
3. The students are able to use numbers in sentences.
4. The students are able to practice simple conversation with their friends

Learning Objectives
At the end of the course, the students are able to:

A. Learning Activities
   a. Pre-learning Activities (5 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
1. The students answer the teacher’s greeting, and then the teacher checks the class situation and makes sure that the lesson is ready to start.

2. The teacher asks what things the students usually bring in their bag.

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligent involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students listen to the English words of things in the bag and numbers, and then repeat them.</td>
<td>10’</td>
<td>• Verbal-linguistic</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher test the students’ vocabulary by singing a song and use the real things that the teacher has prepared before</td>
<td>10’</td>
<td>• Visual-spatial, • Musical, • Bodily-kinesthetic</td>
</tr>
<tr>
<td>4.</td>
<td>The students practice the simple dialogues in ‘How Do We Say It?’</td>
<td>5’</td>
<td>• Verbal-linguistic, • Interpersonal</td>
</tr>
<tr>
<td>5.</td>
<td>The students match the expression with the right picture.</td>
<td>10’</td>
<td>• Visual-spatial, • Logical-Mathematical</td>
</tr>
<tr>
<td>6.</td>
<td>The students do the class survey and practice the expression learned before.</td>
<td>10’</td>
<td>• Verbal-linguistic</td>
</tr>
<tr>
<td>7.</td>
<td>The student make a report and present it in front of the class</td>
<td>13’</td>
<td>• Intrapersonal</td>
</tr>
<tr>
<td>8.</td>
<td>The students play the mime game</td>
<td>5’</td>
<td>• Bodily-kinesthetic</td>
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</tbody>
</table>
c. Post-learning Activities (5 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students summarize the lesson</td>
<td>2’</td>
<td>• Logical-mathematical</td>
</tr>
<tr>
<td>2.</td>
<td>Closing</td>
<td></td>
<td>• Intrapersonal</td>
</tr>
</tbody>
</table>

B. Learning Aids
- Whiteboard
- Workbook

C. Assessment
Picture-cued elicitation of kinds of things in the bag.

The students see:

![Image of various items including a pencil, pencil sharpener, eraser, scissors, and pencil case]

The students hear: These are kinds of food and drink.

1. (points to the pencil) what is this?
2. (points to the pencil-sharpener) what is this?
3. (points to the eraser) what is this?
4. (points to the scissors) is this scissors?
5. (points to the pencil case) is this a pen?
Picture-cued task of numbers.

The students see:
1. [Images of books]
2. [Images of pens]
3. [Images of erasers]
4. [Images of scissors]

The students hear:
1. (point to the first picture) How many books are there?
2. (point to the second picture) How many pens are there?
3. (point to the third picture) How many erasers are there?
4. (point to the second picture) How many scissors are there?

<table>
<thead>
<tr>
<th>Scoring scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Comprehensible; acceptable target form</td>
</tr>
<tr>
<td>1</td>
<td>Comprehensible; partially correct target form</td>
</tr>
<tr>
<td>0</td>
<td>Silence, or seriously incorrect target form</td>
</tr>
</tbody>
</table>
LESSON PLAN
(Units 2)

School: SDN Bogem 2
Subject: English
Class/Sem: IV/2
Topic: In The Classroom (Raise Your Hand, Please!)
Skill Focus: Speaking
Time: 2 x 35 minutes

Competence Standard
6. Expressing very simple instruction and information in the classroom context

Basic Competence
6.2 To communicate by involving actions acceptably which includes: giving example of doing something and giving instruction.

Indicators
1. The students are able to mention some English vocabulary related to various things that they could find in the classroom.
2. The students are able to mention some English vocabulary related to various action verbs they do in the classroom.
3. The students are able to pronounce the word correctly.
4. The students are able to practice simple instructions.

Learning Objectives
At the end of the course, the students are able to:
1. Mention vocabulary related to things in the classroom.
2. Guess the verbs acted by the teacher by doing verb crossword puzzle.
3. Respond to instruction given by playing “Joko Says” game with the teacher.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
4. Give simple instruction by playing “Joko Says” game with their friends.

A. Learning Activities

a. Pre-learning Activities (5 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students answer the teacher’s greeting, and then the teacher checks the class situation and makes sure that the lesson is ready to start</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher asks what things the students see in the classroom.</td>
<td>4’</td>
<td>• Visual-spatial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Naturalist</td>
</tr>
</tbody>
</table>

b. Main Activities (63 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students listen to the English words of things in the classroom, and then repeat them.</td>
<td>10’</td>
<td>• Logical-mathematical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistic</td>
</tr>
<tr>
<td>2</td>
<td>The teacher makes various gestures to show the students the verbs which usually done in the classroom. The students imitate the gestures and then do the crossword puzzle after looking at the teacher’s gestures.</td>
<td>10’</td>
<td>• Visual-spatial,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bodily-kinesthetic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Logical-Mathematical</td>
</tr>
<tr>
<td>3</td>
<td>The students listen to the expressions said by the teacher and repeat them.</td>
<td>10’</td>
<td>• Visual-spatial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistics</td>
</tr>
</tbody>
</table>
4. The teacher gives simple instructions to the students by playing “Joko Says” game.  

5. The students give simple instruction to their friend based on the picture cards by playing the “Joko Says” game.

6. The students move their body like the pictures provided and say the simple instruction based on the picture.

7. The students sing the song “When you’re happy”

<table>
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<th>Activities</th>
<th>Time allocation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students summarize the lesson</td>
<td>2’</td>
<td>Logical-mathematical</td>
</tr>
<tr>
<td>2.</td>
<td>Closing</td>
<td>2’</td>
<td>Bodily-kinesthetic</td>
</tr>
</tbody>
</table>

**B. Learning Aids**
- Whiteboard
- Workbook
- Cards
C. Assessment

The teacher mime some words or sentences, then the students repeat after the teacher, whether it is a pair of words, a sentence, or a question.

Example:
The teacher mimes a movement of closing the door.
The student should answer the verb “close the door.”

The teacher can choose the verbs given in the previous lesson.

<table>
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<tr>
<th>Scoring scale</th>
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<tbody>
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</tr>
<tr>
<td>0</td>
<td>Silence, or seriously incorrect target form</td>
</tr>
</tbody>
</table>
LESSON PLAN
(Unit 3)

School : SDN Bogem 2
Subject : English
Class/ Sem : IV / 2
Topic : Food and Drink (I Want Some Ice Cream)
Skill Focus : Speaking
Time : 2 x 35 minutes

Competence Standard
6. Expressing very simple instruction and information in the classroom context.

Basic Competence
6. 3 To communicate to ask/give service/things acceptably involving speech acts: asking for help, asking things, and giving things.

Indicators
1. The students are able to mention some English vocabulary related to various food and drink.
2. The students are able to ask for food and drink in English.
3. The students are able to say the expression of giving things in English.

Learning Objectives
At the end of the course, the students are able to:
1. Mention vocabulary related to kinds of food and drink.
2. Say the expression of offering, giving, and receiving something
3. Make simple request of asking for food and drink to their friend.
A. Learning Activities

a. Pre-learning Activities (5 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer the teacher’s greeting, and then the teacher checks the class situation and makes sure that the lesson is ready to start</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher asks what things the students eat for breakfast that morning</td>
<td>4’</td>
<td>• Verbal-linguistic</td>
</tr>
</tbody>
</table>

b. Main Activities (63 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students listen to the English words of food and drink and repeat after the teacher. The teacher checks the students’ pronunciation.</td>
<td>10’</td>
<td>• Verbal-linguistic</td>
</tr>
<tr>
<td>2.</td>
<td>The students sing the song together</td>
<td>5’</td>
<td>• Musical</td>
</tr>
<tr>
<td>3.</td>
<td>The students listen to the expressions said by the teacher and repeat it.</td>
<td>5’</td>
<td>• Visual-spatial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistics</td>
</tr>
<tr>
<td>4.</td>
<td>The students look at the examples of dialogue and practice it with their friend in pairs.</td>
<td>10’</td>
<td>• Visual-spatial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistics</td>
</tr>
<tr>
<td>5.</td>
<td>The students do the exercise of filling in the blanks in the dialogues</td>
<td>10’</td>
<td>• Logical-mathematical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistic</td>
</tr>
</tbody>
</table>
6. The students sit in a group of four and practice speaking the expression of offering, giving, and receiving something.

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<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students summarize the lesson</td>
<td>2’</td>
<td>• Intrapersonal</td>
</tr>
<tr>
<td>2.</td>
<td>Closing</td>
<td>2’</td>
<td>• Logical-mathematical</td>
</tr>
</tbody>
</table>

7. The students read aloud the example of text about favourite food, then tell their own favourite food or drink in front of class on the next meeting.

<table>
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<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students summarize the lesson</td>
<td>15’</td>
<td>• Verbal-linguistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Interpersonal</td>
</tr>
<tr>
<td>2.</td>
<td>Closing</td>
<td>8’</td>
<td>• Intrapersonal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bodily-kinesthetic</td>
</tr>
</tbody>
</table>

C. Post-learning Activities (2 minutes)

B. Learning Aids
- Whiteboard
- Workbook
- Real food and drink

C. Assessment

Picture-Cued Task

<table>
<thead>
<tr>
<th>Scoring scale</th>
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<tbody>
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<td>0</td>
<td>Silence, or seriously incorrect target form</td>
</tr>
</tbody>
</table>
Picture-cued elicitation of kinds of food and drink.

The students see:

![Images of coffee, ice cream, cake, and milk]

The students hear: These are kinds of food and drink.

1. (points to the coffee) what is this?
2. (points to the ice cream) what is this?
3. (points to the pudding) what is this?
4. (points to the cake) is this a cake?
5. (points to the milk) is this chocolate?

Picture-cued task of expressions of giving and receiving things.

The students see:

![Images of a girl giving ice cream and a boy receiving ice cream]

The students hear:

1. (point to the blank callout in first picture) what does the girl say?
2. (point to the blank callout in the second picture) what does the boy say?
LESSON PLAN  
(UNIT 4)

School: SDN Bogem 2  
Subject: English  
Class/ Sem: IV / 2  
Topic: In The Schoolyard (May I Borrow Your Bicycle?)  
Skill Focus: Speaking  
Time: 2 x 35 minutes

Competence Standard
6. Expressing very simple instruction and information in the classroom context

Basic Competence
6.4 To communicate in order to ask and give information acceptably which involve speech acts: asking permission, giving permission, agreeing, disagreeing, denying, and ask for clarification.

Indicators
1. The students are able to mention some English vocabulary related to various things that they can find in the schoolyard.
2. The students are able to ask and give for permission of borrowing something from their friend & teacher.

Learning Objectives
At the end of the course, the students are able to:
1. Mention vocabulary related to things found in the schoolyard.
2. Say the expression of asking and giving permission.
A. Learning Activities

a. Pre-learning Activities (5 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer the teacher's greeting, and then the teacher checks the class situation and makes sure that the lesson is ready to start</td>
<td>1’</td>
<td>• Visual-spatial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Naturalist</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher asks what rooms the students see in the school.</td>
<td>4’</td>
<td></td>
</tr>
</tbody>
</table>

b. Main Activities (63 minutes)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
<th>Intelligence involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students draw a line to the picture of schoolyard (find a way in a maze)</td>
<td>5’</td>
<td>• Logical-mathematical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Visual-Spatial</td>
</tr>
<tr>
<td>2.</td>
<td>The students listen to the English words of things may be found in the schoolyard (toys) and then repeat them.</td>
<td>5’</td>
<td>• Verbal-linguistic</td>
</tr>
<tr>
<td>3.</td>
<td>The students listen to the expressions said by the teacher and repeat it.</td>
<td>10’</td>
<td>• Visual-spatial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistics</td>
</tr>
<tr>
<td>4.</td>
<td>The students sing “May I borrow?” song along with the teacher then come in front to sing in front of the class.</td>
<td>10’</td>
<td>• Musical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bodily-kinesthetic</td>
</tr>
<tr>
<td>5.</td>
<td>The students see the three example of dialogue, fill the blanks, and then practice it with their friend.</td>
<td>15’</td>
<td>• Logical-mathematical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verbal-linguistics</td>
</tr>
</tbody>
</table>
6. The students read aloud the text and tell about their favourite toy.  
   Time: 8’  
   Intelligence involved: Intrapersonal

7. The students go to the schoolyard and play “May I borrow?” game.  
   Time: 10’  
   Intelligence involved: Interpersonal, Bodily kinesthetic

c. Post-learning Activities (2 minutes)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students summarize the lesson</td>
<td>2’</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>2.</td>
<td>Closing</td>
<td>2’</td>
<td>Logical-mathematical</td>
</tr>
</tbody>
</table>

B. Learning Aids
- Whiteboard
- Workbook
- Real toys (ball, balloon, doll, toy car, etc)

C. Assessment
Picture-Cued Task

<table>
<thead>
<tr>
<th>Scoring scale</th>
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<tr>
<td>0</td>
<td>Silence, or seriously incorrect target form</td>
</tr>
</tbody>
</table>
Picture-cued elicitation of kinds of toy vocabulary

The students see:

The students hear: These are kinds of toys.

1. (points to the yo-yo) what is this?
2. (points to the bicycle) what is this?
3. (points to the ball) what is this?
4. (points to the toy car) is this a doll?
5. (points to the kite) is this a kite?

Picture-cued elicitation of borrowing something.

The students see:

The students hear:

1. (point to the blank callout in first picture) what does the boy say?
2. (point to the blank callout in the second picture) what does the girl say?
APPENDIX H

Teacher’s Manuals
### A. Look, listen and repeat.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to look at their own bag and mention what things they find in their bag.</td>
<td>Teacher (T) : “Everybody, Look at your bag! What things are in your bag? Do you have a pencil in your bag? a pen? a book? Students (S) : (look at their own bag and say the things they have in their bag)“pen… book…pencil…penggaris” T : “Alright, a pen… a book… pencil…a pencil…a ruler…(etc). Now, look at the pictures on page 1. What do you find there? S : “book…pencil…pencil-sharpener…eraser…(etc) T : “Ok class, now repeat after me, ‘a pencil” (drilling vocabulary and pronunciation) S : “ a pencil” (repeat after the teacher) Students repeat all the vocabulary related to things in the bag. T : “Now, let's count one to ten. One…two… S : “three… four…five…six…seven…eight…nine…ten” T : “good. now, look at the picture, what picture is that? (pointing at the picture of book) S : “book” T : “How many books are there? one? two? three? S : “one” T : “Yes, right, so, we have one book. Now, look at the picture on the right. How many books are there? S : “three” T : “yes, we have three books. Now, it’s your turn to count the picture and circle the right number.”</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher reads the vocabulary related to things in the bag and the students repeat it.</td>
<td></td>
</tr>
</tbody>
</table>

### B. Explore it.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to check their own bag and write the things they bring and the number in a table provided.</td>
<td>Teacher (T) :“Ok, look at this (bring the teacher’s bag). I have one, two three pencils (take the pencils from the bag and show it to the students then write it on the board ).-repeat the activity for other things in the teacher’s bag. Now, please check your bag, write down the things you bring, and count how many the things there are in your bag. Students (S) : (look at their own bag and write the things they have in the table provided)</td>
</tr>
</tbody>
</table>
### C. Sing and dance.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The teacher prepares the things that are used when singing the song.              | T : “Ok, now we will sing a song together. Let me sing first, and you repeat after me.” *(sing the song)*. Easy, right? let’s sing together. One..two..three”
 |     |                                                                                   | T & S : *(singing the song together)*
 |     |                                                                                   | T : “Now, I need three students to come in front. Ok, Rani, Tari, and Jono, please come in front.”
 |     |                                                                                   | S : *(Coming in front of class)*
 |     |                                                                                   | T : “Here you are. *(giving the things to the students in front)* show these things to the class when we sing the word. like this *(giving example)* Is it clear?”
 |     |                                                                                   | S : “Yes.”
 |     |                                                                                   | T : Ok, let’s sing together..one…two..three.”
 |     |                                                                                   | T&S : *(singing the song together)*
 |     |                                                                                   | *The things showed in front of class can be changed with other things e.g. ruler, eraser, pencil, etc.* |
| 2.  | The students sing the song together with the teacher.                             | T & S : *(singing the song together)*

### D. How do we say it?

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The teacher says the expressions and asks students to practice the dialogue with their friend. | T : “Now, look at the picture on page 3 *(pointing at the picture of a girl in the upper right)*. Repeat after me, ‘I have a pencil.’
 |     |                                                                                   | S : “I have a pencil”
 |     |                                                                                   | T : “Go to the next picture, how many pencils are there? one..two..
 |     |                                                                                   | S : “three..four.. Four pencil, ms.”
 |     |                                                                                   | T : “four pencils. I have four pencils.”
 |     |                                                                                   | S : “I have four pencils.”
 |     |                                                                                   | T : *(doing the same thing to the other two pictures)*
 |     |                                                                                   | T : “ Ok, class, let’s have a conversation. I need two of you to read the dialogue. Feri and Nanda please.
 |     |                                                                                   | Feri : “Do you have any pencils?”
 |     |                                                                                   | Nanda : “ Yes, I do.
 |     |                                                                                   | Feri : “How many pencils do you have?”
 |     |                                                                                   | Nanda : “I have five pencils.”
 |     |                                                                                   | T : “Ok thank you Feri and Nanda. Now, for the second dialogue I need Yanti and Vanny to read the dialogue.
 |     |                                                                                   | Yanti : “Do you have any erasers?”
 |     |                                                                                   | Vanny : “No, I don’t.”
 |     |                                                                                   | T : “Ok now, I will ask Jati. Jati, Do you have any rulers?
 |     |                                                                                   | Jati : “Yes, I do.”
 |     |                                                                                   | T : “How many rulers do you have?”
E. Let’s do it.

<table>
<thead>
<tr>
<th>No.</th>
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<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students do the exercise of matching the picture and the suitable dialogue</td>
<td>T : “Now please look at these pictures on page 4. Draw a line between the expression and the right picture. Is it clear?” S : “No” T : “For example, look at conversation number one. (teacher asks students to read the dialogue) What thing they talk about? S : “eraser” T : “Do you see any eraser?” S : “yes, in picture C.” T : “So, the right picture for dialogue number 1 is picture C. like this. (show the workbook to the students and draw a line from the dialogue to the picture) Now, are you ready to match the picture and the dialogue??” S : “yes”</td>
</tr>
</tbody>
</table>

F. Let’s talk.

<table>
<thead>
<tr>
<th>No.</th>
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<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students do the class survey related to things in her friends’ bag.</td>
<td>T : “class, we want to find out what things your friends bring in their bags. You can see the example here, let’s practice the example of the dialogue first. S : (read the example dialogue with their friend) T : “Ok, let me give you example. Randy please, ‘Do you have any erasers? Randy : “Yes, I do” T : “ How many erasers do you have? Randy : I have two erasers. T : “good, now, Mona please. ‘Do you have any rulers? Mona : “ No, I don’t. T : “see? now go around the class and ask your friends. change the word “eraser/ruler” with other words in the table. Are you ready? S : “Yes.” T : “Ok then, Let’s talk!”</td>
</tr>
</tbody>
</table>
### G. Work on your own

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The students make a simple report of some results of the interview.                 | T: “Ok class, now, make a report from your interview.”
   |                                                                                     | For example *(the teacher points at one of the students)*
   |                                                                                     | Ari asks Vito “Do you have any pens? ok Ari, please ask Vito.”
   |                                                                                     | Ari: “Do you have any pens?”
   |                                                                                     | Vito: “yes”.
   |                                                                                     | Ari: “How many pens do you have?
   |                                                                                     | Vito: “I have three pens.”
   |                                                                                     | Vito answers *(the teacher points at Vito)* “I have three pens.”
   |                                                                                     | *(The teacher make a table on the board like figured in the workbook, and then fill in the table based on the interview done by Ari)*
   |                                                                                     | So, your report is like example number 1. Vito has three pencils.* *(The teacher write the sentence on the board)*
   |                                                                                     | Now, tell about yourself in the right columns *(shows the workbook and points at the column on the right-page 6)* |

### H. Let’s play.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
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</thead>
</table>
| 1.  | The teacher asks the students to form group of three or four and give them cards to play the game. | T: “Ok, now please make a group of three or four. I have cards for you. So, you will play like this. (giving example how to play it)
T: “Take a card and read it. For example, it’s written ‘I have seven pencil’. sssh.., do not tell your friend about the sentence.”
“Make a little motion based on the card like this *(teacher makes gestures which illustrate the sentences)*”
“Your friends will guess the sentence you make. please, Kiki, what is the sentence?” *(ask the students)*
Kiki: “I have seven pencils.”
T: Good, are you ready? Let’s play the game. |
### A. Look, listen and repeat.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to look at the picture and mention what things usually they find in the classroom.</td>
<td>Teacher (T) : “Look at the picture on page 7. Where are they? Students (S) : “In class, ms.” T : “Yes, you’re right. They are in the classroom. Where are we? Are we in the classroom? Yes?” S : “Yes.” T : “What do you see here? board (pointing at the board), table (pointing at the table) and, what else?” S : “chair….door…window…pencil…” T : “Ok, now look at the picture! What can we find there? teacher, students, lamp, and then….?” S : “ board….table….chair…sapu… T : “Yes, board, table, chair, window, and what is ‘sapu’ in English? we say ‘broom’. Ok class, repeat after me, ‘teacher’! S : “teacher” T : “student!, lamp!, board! (drilling vocabulary and pronunciation)</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher reads the vocabulary related to things in the classroom and the students repeat it.</td>
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</table>

### B. Let’s do it.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The teacher make various gestures to show the students the verbs which usually done in the classroom. | Teacher (T) : “Now, look at the students in the picture! Are they busy? yes?” Students (S) : “Yes” T : “Yes, you’re right! What do they do? Oh…this student cleans the board, and…he draws a star…and over here she claps her hands (pointing at the students in the picture). ” S : “(look at the picture).” T : “OK class, now repeat after me! ‘open the window’ (make an action of opening the window) S : “ ‘open the window’ (look at the teacher’s action) T : “ ‘close the window’, open the door’ (say all the verbs and do the action) S : “ (repeat the teacher’s words)” T : “ Now, take a look at the action verb crossword puzzle. I will do the action, and you guess the verb. Any question? S : “gimana ms?” T : “For example, number one down, I do this (erase the note on the
C. How do we say it?

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<tbody>
<tr>
<td>1.</td>
<td>The teacher says the expressions and asks the students to do the action.</td>
<td>Teacher (T): “now, take a look at p. 8. how to say it?” Students (S): “………” T: “ok, repeat after me first. turn off the lamp, please.” S: “Turn off the lamp, please.” T: “ok, I need…mmm.. Riska come here, please.” (ask one student to come in front) Riska: “…(come in front of class).” T: “ok, Riska, Turn off the lamp, please” (pointing at the lamp) Riska: (turn off the lamp) T: “Ok, good. thank you Riska. Sit down, please” Riska: (sit down on her chair) Do the similar activities for all the expressions written in the workbook.</td>
</tr>
</tbody>
</table>

D. Let’s play.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
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</thead>
</table>
| 1.  | The teacher ask the students to stand up and play “Joko Says” game.               | T: “Now, we will play a game called ‘Joko Says’. Any ‘Joko’ in this class? 😊 Ok, let’s get started. Everybody stand up, please (the students stand up). Do what Joko says. ”Joko says, clap your hands, please. (teacher claps her hands) ok Class, clap your hands like this. (teacher claps her hands) I say the sentence, you do the action, like we have done. But, there is a password. The password is “Joko says”. Without “Joko Says”, do not do anything. Ok???
S: “Ok ms!” T: “Are you ready?” S: “Yes!” T: “Ok, Joko says raise your hands, please.” S: (Raise their hands) T: “Sit down, please.” S: (some students sit down) T: “Eits…. there’s no Joko says… Ok, let’s play again!” The students must know the meaning of every instruction before the game. |
### E. Let’s talk.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students play the “Joko says” game with their friends.</td>
<td>T : “Now, your turn to play the “Joko says” game. Please make a group of 4 (the teacher divide the class into groups of 3-4 students). I have some picture cards. For example, you have this, (show a picture card to the students). You say “Joko says, raise your hands, please. Your friends do the action. Ok, are you ready? S : “yes!” The teacher walks around the classroom to make sure all students play the game.</td>
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</tbody>
</table>

### F. Work on your own.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher gives example by making gestures and says the examples of giving simple instruction based on the pictures. The students make gestures and say simple based on the pictures.</td>
<td>T : “Now, look at page 10. On Your Own. look at the pictures there. The first picture (points at a boy turning on the lamp) like this (make a gesture like in the first picture). And then I say “Turn on the lamp, please.” (The teacher does the same for other examples) T : “Now try it for other pictures.</td>
</tr>
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</table>

### G. Sing and dance.

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<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to stand up and sing the song titled “If You’re Happy”</td>
<td>T : “Ok, we will sing a song. the title is “If You’re Happy”. Are you happy now?” S : “Yes!” T : “Ok, first, we read the lyrics. Repeat after me! (read the lyrics of the song and the students repeat after the teacher). Let me sing first. (The teacher sings the song). S : (listening to the teacher) T : Ok, now let’s sing together. Move your body like what the lyrics say. Are you ready? S : “yes!” The teacher and the students sing the song together.</td>
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</tbody>
</table>
Note: In the previous meeting, the students are asked to bring their own food. So, they can share it to their friend in activity E. Let’s Talk.

A. Look, listen and repeat.

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<th>Classroom Activity</th>
<th>Example conversation</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>The teacher reads the vocabulary related to food and drink and the students repeat it.</td>
<td></td>
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</table>

B. Sing and dance.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to sing together after the teacher.</td>
<td>T: “ok, we will sing a song. The title is “I Want Some Ice Cream”. Are you ready?” S: “Yes!” T: “Ok, first, we read the lyrics. Repeat after me! (read the lyrics of the song and the students repeat after the teacher). Let me sing first. (The teacher sings the song). S: (listening to the teacher) T: Ok, now let’s sing together. Move your body like what the lyrics say. Are you ready? S: “yes.” The teacher and the students sing the song together.</td>
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</table>
C. How do we say it?

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The teacher says the expressions and ask the students to do the action. | Teacher (T) : “now, take a look at p. 7. offering something. how to say it?”  
Students (S) : “………..”  
T : “ok, repeat after me first. ‘Would you like some ice cream?.’”  
S : “would you like some ice cream?”  
T : “yes, please.”  
S : “yes, please.”  
T : “here you are.”  
S : “here you are.”  
T : “thank you.”  
S : “thank you.”  
T : “you’re welcome.”  
S : “you’re welcome.”  
T : “ok, now, I need two of you. who wants to come in front?”  
S : (raise their hands)  
T : “now, please come in front Dian and Ratna. Dian, you will be this girl (pointing at the girl on the right) and Ratna, you will be this girl (pointing at the girl on the left) “Are you ready?”  
Dian and Ratna : “yes”  
Dian and Ratna read the first dialogue. The teacher choose two more boys to read the second dialogue.  
T : “now, read the dialoge once again with your friend.” |

D. Let’s do it.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The teacher gives example how to do the exercise             | Teacher (T) : “ok, now, take a look at the example. number 1, would you like some… what picture is on the table? Are they candies? is it chocolate?  
Students (S) : “no., no.. it is pudding”  
T : “yes! Good! Ok, so you write pudding here (point the workbook) number 2, what do you say next? yes or no?  
S : “yes.”  
T : “So, you write ‘yes’ here (point the workbook) , next, go to number 3. give something to your friend, say what?  
S : “here you are.”  
T : “So, write ‘you’ in the blank.and what do you say if your friend gives you something?  
S : “Thank you” |

| 2.  | The students do the exercise of filling the blanks in the dialogues | Student (S) : “here you are.”  
T : “thank you.”  
S : “thank you.”  
T : “you’re welcome.”  
S : “you’re welcome.”  
T : “ok, now, I need two of you. who wants to come in front?”  
S : (raise their hands)  
T : “now, please come in front Dian and Ratna. Dian, you will be this girl (pointing at the girl on the right) and Ratna, you will be this girl (pointing at the girl on the left) “Are you ready?”  
Dian and Ratna : “yes”  
Dian and Ratna read the first dialogue. The teacher choose two more boys to read the second dialogue.  
T : “now, read the dialoge once again with your friend.” |
E. Let’s talk.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students sit in a group of four and practice speaking the expression of offering, giving, and receiving something</td>
<td>T : “Where is your food? Put it on the table. Now, your turn to share your food with your friends. Please make a group of 4 (the teacher divide the class into groups of 3-4 students). Share your food with your friend. Ask if they want some. now, take a look at the dialogue in E. Let’s Talk. Ok, let’s practice once again. are you ready? S : “yes!” T : “Offer the food to your friend, what do you say?” S : “Would you like some biscuits?” T : “Great! What is the answer? yes? no? The answer is yes. What do you do next? Give the food to your friend? yes?” S : “yes, give it.” T : “You give the food to your friend. What do you say?” S : “Here you are” T : “Ok, next? S : “Thank you” T : “Yes, your friend say ‘thank you’. After that, what do you say? S : “You’re welcome” T : “Now, let’s share your food with your friends. The teacher walks around the classroom to make sure all students speak in English.”</td>
</tr>
<tr>
<td>No.</td>
<td>Classroom Activity</td>
<td>Example conversation</td>
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</tbody>
</table>
| 1.  | The teacher gives example by reading the text and gives the right model of pronunciation. | T: “Now, look at page 15. F.On Your Own. Let’s read the text. Repeat after me. Delicious! *(The teacher reads the text aloud and the students repeat)*  
    *Now, it’s your turn. Tell about your favourite food or drink. For example, Arya, what is your favourite food? *(The teacher asks Arya)*.  
    *Arya: “ice cream”*  
    *T: “Ok Arya, write ice cream in the blanks here *(show the workbook and point at the blanks in the materials)*.”*  
    *Are you ready?*  
    *Students: “yes”.* |
A. Let’s do it.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students do the maze by drawing line to the schoolyard.</td>
<td>T: “Now please look at page 11. What room do you find at school? S: “classroom, toilet, lapangan, kantor guru, kantin miss” T: “Ok, we have classroom, toilet or restroom, office, canteen, and what is the English word of lapangan? schoolyard, it’s the place for playing with your friends in the break time. Repeat after me “schoolyard”. S: “schoolyard”. T: “Now, draw a line to the schoolyard. Do not go to the canteen, restroom, or other places. Remember, you want to go to the schoolyard. Are you ready?” S: “yes”</td>
</tr>
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</table>

B. Look, listen and repeat.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to look at the picture and mention what things usually they find in the schoolyard.</td>
<td>Teacher (T): “Look at the picture! Where are they? Students (S): “In the schoolyard, ms!” T: “Yes, you’re right! They are in the schoolyard. where is our schoolyard. here? (point to the classroom) yes? no? S: “no” T: there? (point to another classroom) yes? no? S: “no” T: there? (point to the schoolyard) S: “Yes.” T: “What do you see there? bicycle? tree? sand? S: “yes” T: “They are playing in the schoolyard. This one, he is flying a kite. (point at the child flying kite) , he is playing yoyo (point at the child playing yoyo), or this boy, he is playing football. What is your favourite toy? S: “doll, ball, kite,…etc T: “Good! ok class, repeat after me.’ball’! S: “ball” T: “bicycle!, yoyo!, toy car!, doll!, balloon!, kite! (drilling vocabulary and pronunciation)</td>
</tr>
</tbody>
</table>
C. How do we say it?

<table>
<thead>
<tr>
<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
</thead>
</table>
| 1.  | The teacher says the expressions and ask the students to repeat the expression with their friend | Teacher (T) : “now, take a look at p. 18. asking permission. how to say it?”
Students (S) : “………..”
T : “for example this is Jati’s toy car. I want to borrow. *(hold a toy car and act as if the teacher want to borrow the toy car)* what do I say? ok, repeat after me first. ‘May I borrow your toy car?’
S : “May I borrow your toy car?”
T : “yes, sure, here you are.”
S : “yes, sure, here you are.”
T : “thank you very much.”
S : “thank you very much.”
T : “you’re welcome.”
S : “you’re welcome.”
T : “now, go to the second picture. repeat after me. May I borrow your doll?”
S : May I borrow your doll?"
T : “oh, I’m sorry, I’m playing with it.”
S : “oh, I’m sorry, I’m playing with it.”
T : “May I play with you?”
S : “May I play with you?”
T : “Yes, of course. Let’s play together.
S : “Yes, of course. Let’s play together.”
T : “Thank you very much.”
S : “Thank you very much.”
T : “ok, now, I need two of you. who wants to come in front?
S : *(raise their hands)*
T : *(if they do not raise their hands, choose two of them to come in front)* “now, please come in front Deni and Ari. , you will be this boy *(pointing at the boy on the right)* and Ari, you will be this boy *(pointing at the boy on the left)* “are you ready?”
Deni and Ari : “yes”
*Deni and Ari read the first dialogue. The teacher choose two more girls to read the second dialogue.*
T : “Now, read the dialogue once again with your friend.” |
### D. Sing and dance.

<table>
<thead>
<tr>
<th>No.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the students to sing together after the teacher.</td>
<td>T : “ok, we will sing a song. The title is “May I borrow your..?” Are you ready?”&lt;br&gt;S : “Yes!”&lt;br&gt;T : “Ok, first, we read the lyrics. Repeat after me! <em>(read the lyrics of the song and the students repeat after the teacher)</em>. Do you know the notes of the song? Ok, let me sing first. <em>(The teacher sings the song)</em>.&lt;br&gt;S : <em>(listening to the teacher)</em>&lt;br&gt;T : Ok, now let’s sing together. Are you ready?&lt;br&gt;S : “yes!”&lt;br&gt;<strong>The teacher and the students sing the song together.</strong>&lt;br&gt;T : “Now, who wants to come in front to sing the song?&lt;br&gt;S : <em>(raise their hands)</em>&lt;br&gt;T : <em>(call some students)</em> ok, are you ready?&lt;br&gt;S : yes!”&lt;br&gt;T : “let’s count. one…. two..three go! <strong>The students sing the song together.</strong></td>
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</table>

### E. Let’s talk.

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<tr>
<th>No.</th>
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<th>Example conversation</th>
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<tbody>
<tr>
<td>1.</td>
<td>The students see the three example of dialogue, fill the blanks, and then practice it with their friend.</td>
<td>T : Now, let’s take a look at page 20. I need two students to read aloud the first dialogue. Andi and Kiki, please <em>(call two students’ name)</em> read aloud.&lt;br&gt;<strong>As the students read the first dialogue, the teacher makes a correction in the students’ pronunciation if they mispronounce the words.</strong>&lt;br&gt;T : “now, we go to the second dialogue. I need Budi and Fahri to read the second dialogue. but there are missing words. so what is the answer? look at the picture beside the dialogue.. they are holding a……. S : “yoyo!”&lt;br&gt;T : Yes, that’s right. so write yoyo on the blank spaces. now Budi and Fahri, are you ready?&lt;br&gt;Budi and Fahri : “Yes. <em>(then they read the second dialogue).</em>”&lt;br&gt;<strong>The instruction for the third dialogue is similar to the second dialogue.</strong>&lt;br&gt;T : Now, practice the dialogues in pairs.&lt;br&gt;<strong>The teacher walks around the classroom to make sure all students speak in English.</strong></td>
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</table>
### F. Work on your own.

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<th>No.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher gives example by reading the text and gives the right model of pronunciation.</td>
<td>T : “Now, look at page 15. F. On Your Own. Let’s read the text. Repeat after me. Fun! (The teacher reads the text aloud and the students repeat) Now, it’s your turn. Tell about your favourite toy. For example, Arya, what is your favourite toy? (The teacher asks Arya).&lt;br&gt;&lt;br&gt;Arya : “ball”&lt;br&gt;T : “And what is your favourite game?”&lt;br&gt;Arya : “I like football”&lt;br&gt;T : “Ok Arya, write ‘ball’ in the blanks here (show the workbook and point at the blanks in the materials) and playing football here (point at the other missing word). Are you ready? Students : “yes”.</td>
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<tr>
<td></td>
<td>The students fill the blanks with their favourite toy</td>
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### G. Let’s play.

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<th>No.</th>
<th>Classroom Activity</th>
<th>Example conversation</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>The students go to the schoolyard and play “May I borrow?” game.</td>
<td>T : “Ok let’s go to the schoolyard. (The teacher and the students go to the schoolyard together) Now, make a big circle. “Ok, make a sign like this. (teacher makes a small circle in the ground around her body)&lt;br&gt;&lt;br&gt;S : (the students make a small circle in the ground around their body)&lt;br&gt;“look at me, what is this? (hold a ball)&lt;br&gt;S : “ball!”&lt;br&gt;T : “good! now, I will be in the middle of circle, I will throw the ball, like this (throw the ball to one of the students). I will ask him/her question “May I borrow your ball? and you have to answer with yes/no.&lt;br&gt;&lt;br&gt;if it is yes, all of the boys must change place.&lt;br&gt;&lt;br&gt;oke, for example, “yes!!!” you, you, you and you boys move! (point at the boys ) swap!! come on!! , swap! (The teacher makes a gesture of swapping) (the boys change place)&lt;br&gt;&lt;br&gt;If it is ‘no’, girls will have to change place. For example, “No!!” you, you, you, and you. (point at the girls) Swap!! (the girls change place)&lt;br&gt;&lt;br&gt;The one who does not get a place to stand will stand here. in the middle, and throw the ball. ” ok, are you ready??&lt;br&gt;S : yess!!”&lt;br&gt;T : Ok, let’s start the game.</td>
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</table>
APPENDIX I

The Designed Materials
Learn English Your Way

Multiple Intelligences

Verbal

Naturalist

Logical-mathematical

Interpersonal

Visual

Intrapersonal

Musical

Bodily-kinesthetic

For 4th Graders

Designed by:
Fransiska Krisnaningtyas
Unit 1. I HAVE THREE PENCILS

A. Look, listen and repeat.

a book  a pencil  a pencil-sharpener  an eraser

a ruler  a dictionary  a pen  a pencil case

1 2 3 4 5 6 7 8 9 10

one  two  three  four  five  six  seven  eight  nine  ten

① 2 3 4 5 6 7 8 9 10  1 2 3 4 5 6 7 8 9 10

① 2 3 4 5 6 7 8 9 10  1 2 3 4 5 6 7 8 9 10

① 2 3 4 5 6 7 8 9 10  1 2 3 4 5 6 7 8 9 10

① 2 3 4 5 6 7 8 9 10  1 2 3 4 5 6 7 8 9 10

Learn English Your Way
B. Sing and dance.

Things In My Bag
(Song adapted from “London Bridge is Falling Down”)

\[
\begin{array}{ccc}
2 & 3 & 2 \\
\text{Book, ruler, and pencil case*} & \text{1} & 7 \\
\text{6} & 7 & 1 \\
\text{Pencil case, pencil case} & 7 & 1 \\
\text{2} & 3 & 2 \\
\text{Book, ruler, and pencil case. Things in my bag.} & 1 & 2 \\
\end{array}
\]

*Note: you can change the blue coloured words with nouns which have the same number of syllables (example: eraser, pen, scissors, glue etc)

C. Explore it.

Check your bag and count things you found there.
Write in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Things in your bag</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: Pencil</td>
<td>3</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learn English Your Way
C. How do we say it?

I have a pencil.
I have four pencils.

I have an eraser.
I have three erasers.

Do you have any pencils?
Yes, I do.
No, I don’t

How many pencils do you have?
I have five pencils.
D. Let’s do it.
Match the picture and the right expression.

1. A : Do you have any erasers?
   B : No, I don’t.

2. A : Do you have any pencil-sharpeners?
   B : Yes, I do.
   A : How many pencil-sharpeners do you have?
   B : I have two pencil-sharpeners.

3. A : Do you have any rulers?
   B : Yes, I do.
   A : How many ruler do you have?
   B : I have one ruler.

4. A : Do you have any pencils?
   B : Yes, I do.
   A : How many pencils do you have?
   B : I have three pencils.

5. A : Do you have any erasers?
   B : No, I don’t.

6. A : Do you have any notebooks?
   B : Yes, I do.
   A : How many notebooks do you have?
   B : I have three notebooks.
E. Let’s talk.

Go around the class and ask your friends about things in their bag.

Examples:

You: Do you have any erasers?
Your friend: Yes, I do.
You: How many erasers do you have?
Your friend: I have two erasers.

You: Do you have any rulers?
Your friend: No, I don’t.

Write the results in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Things in their bag</th>
<th>Friends you ask</th>
<th>Yes / No</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pen</td>
<td>Vito</td>
<td>Yes</td>
<td>3 (three)</td>
</tr>
<tr>
<td>2.</td>
<td>English Dictionary</td>
<td>Beni</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Eraser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Pencil-sharpener</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Pencil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Ruler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Pencil case</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. Work on your own.
Check your bag and see what are inside.
Compare the result of interview above with yours.

Example:

Your friend’s
1. Vito has three pens.
2. Beni has an English dictionary.
3. ______ has ______ eraser/erasers.
4. ______ has ______ pencil-sharpener/pencil-sharpeners.
5. ______ has ______ pencil/pencils.

Yours
1. I have two pens.
2. I don’t have English dictionary.
3. I ________ eraser/erasers.
5. I __________ pencil/pencils.

G. Let’s Play.

Mime Game
(I have ....)

Work in pairs or in a group of three. Make body movements and ask your friend to guess the sentences. The winner is a person who has the biggest score. Do it in turns.

Teacher’s Note:
Teacher can take the sentences from the previous lesson.
Example: close the door, raise your hand, etc.
Unit 2. RAISE YOUR HAND, PLEASE

A. Look, listen and repeat.

- Open / close the window
- Open / close the door
- Clean the board/Erase the note
- Sweep the floor
- Clap hands
- Raise hand
- Turn on/off the lamp
- Stand up
- Sit down
- Draw a star

Illustrated by: Arya & Ari

- a teacher
- students
- a lamp
- a board
- a desk
- a chair
- a window
- a door
- a broom

Learn English Your Way
B. Let’s do it.
Look at your teacher and do this “Action Verbs” crossword puzzle.

C. How do we say it?

Turn off the lamp, please.
Clap your hands, please.
Raise your hand, please.
Close the door, please.

Read
Clean
Draw
Write
Erase ✓
Raise
Turn on
Sit
Close
Open
Stand
D. Let’s play.

We will play “Joko Says” Game.

E. Let’s talk.
With cards given, play the “Joko Says” game with your friends.

Joko says, sing a song, please.

Joko says, open the book, please.
F. Work on your own.
Move your body like the picture and say.
Example:

- Turn on the lamp — clap your hands — raise your hand — close the door

G. Sing and dance.

If You’re Happy

<table>
<thead>
<tr>
<th>5 5 2 2 2 2 2 2</th>
<th>1 2 3 3 3 2 1 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1 / 7 1 2 . .</td>
<td>*clap your hands</td>
</tr>
</tbody>
</table>

If you’re happy and you know it

<table>
<thead>
<tr>
<th>5 5 2 2 2 2 2 2</th>
<th>1 2 3 . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 2 / 1 2 3 . .</td>
<td>clap your hands</td>
</tr>
</tbody>
</table>

If you’re happy and you know it

Then your face will truly show it

<table>
<thead>
<tr>
<th>7 1 2 2 2 2 2 2</th>
<th>1 7 1 . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1 / . . . .</td>
<td>clap your hands</td>
</tr>
</tbody>
</table>

Note: you can change with the same numbers syllables verbs and nouns.
(example: raise your hands, shout hooray, stamp your feet, etc)
A. Look, listen and repeat.

I want some candies
I want some chocolate
I want some cake
I want some bread
I want some orange juice
I want some milk
I want some ice cream
I want some coffee
I want some pudding
I want some biscuits
I want some tea
B. Sing and dance.

I Want Some Ice Cream

1 1 2 3 3 /
I want some ice cream.

5 6 5 3 . /
I want some cake

5 4 3 2 2 /
I want some coffee

4 3 2 1 . /
some coffee, please.
C. How do we say it?
Practice the dialogues with your friend.

A: Would you like some candies?
B: Yes, please. No, thank you.
A: Here you are.
B: Thank you.
A: You’re welcome.

Expression of offering, giving, and receiving something

<table>
<thead>
<tr>
<th>A: Would you like some candies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Yes, please.</td>
</tr>
<tr>
<td>No, thank you.</td>
</tr>
<tr>
<td>A: Here you are.</td>
</tr>
<tr>
<td>B: Thank you.</td>
</tr>
<tr>
<td>A: You’re welcome.</td>
</tr>
</tbody>
</table>
D. Let’s do it.
Fill in the blanks.

1. Would you like some _______?

2. ______ please.

3. Here you are.

4. Thank you.

5. You’re welcome.

---

Learn English Your Way
E. Let’s talk.
Make a group of four. Share your food and drink with your friends.

A: Would you like some biscuits?
B: Yes, please.
A: Here you are.
B: Thank you.
A: You’re welcome.

F. Work on your own.
Read and change the food with your favourite food or drink.

Delicious!

Ami likes chocolate.
She thinks it tastes very delicious.
She likes to bring chocolate to school.
She likes to share the chocolate with her friends.

Now, tell about your favourite food or drink.

Draw your own picture here.

I like ____________.
I think it tastes very delicious.
I like to bring ____________ to school.
I like to share the ____________ with my friends.
Unit 4. *MAY I BORROW YOUR BICYCLE?*

A. Let’s do it.
Draw a line to the schoolyard.
B. Look, listen and repeat.

- a ball
- a bicycle
- a yoyo
- a toy car
- a doll
- a balloon
- a kite

Learn English Your Way
C. How do we say it?
Practice the dialogues with your friend.

A : May I borrow your bicycle?

B : Yes, sure. Here you are.

A : Thank you.

B : You’re welcome.

A : May I borrow your doll?

B : Oh, I’m sorry, I’m playing with it.

A : Here you are.

B : Yes, of course. Let’s play together.

A : May I play with you?

B : Thank you.

A : You’re welcome.

Exprssion of asking permission

<table>
<thead>
<tr>
<th>A :</th>
<th>May I borrow your bicycle?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B :</td>
<td>Yes, sure.</td>
</tr>
<tr>
<td>A :</td>
<td>Here you are.</td>
</tr>
<tr>
<td>B :</td>
<td>Thank you.</td>
</tr>
<tr>
<td>A :</td>
<td>You’re welcome.</td>
</tr>
</tbody>
</table>
D. Sing and dance.

May I Borrow Your.....?
(The note is taken from: Are you sleeping, brother John?)

1 2 3 1 / 1 2 3 1 /
May I borrow.. May I borrow..

3 4 5 . / 3 4 5 . /
Your toy car... Your toy car...

5 6 5 4 3 . / 5 6 5 4 3 . /
Here you are my friend... Thank you very much...

2 5 1 . / 2 5 1 . /
You’re welcome.. You’re welcome..

*Note: you can change with these words: big ball, cute doll, and bicycle

Now, who wants to come in front and sing?
E. Let’s talk.
See the example and practice it in pairs.

A : Hi Joy, what are you doing?
B : Hello Moses, I’m playing basketball.
A : Wow, great.. May I borrow your ball?
B : Sure, here you are.
A : Thank you, Joy.
B : You’re welcome.

A : Hi, Ari, what are you doing?
B : Hello Arya, I’m playing
   __ __ __ __.
A : Wow, great.. May I borrow your
   __ __ __ __?
B : Sure, here you are.
A : Thank you, Ari.
B : You’re welcome.

A : Hi, Wisnu, what are you doing?
B : Hello Nasrul, I’m flying
   __ __ __ __.
A : Wow, great.. May I borrow your
   __ __ __ __?
B : Sure, here you are.
A : Thank you, Wisnu.
B : You’re welcome.

Now, your teacher will give you a toy.
Practice the dialogue in front of the class with your friend.
F. Work on your own.
Read aloud and change the toy with your favourite toy.

Fun!
Selly’s favourite toy is teddy bear.
She thinks playing with teddy bear is fun.
She likes to play after school.
She likes to play with her friends.

Now, tell about your favourite toy.

Draw your toy here.

Fun!
My favourite toy is ________.
I think ________________ is fun.
I like to play after school.
I like to play with my friends.

G. Let’s play.
Let’s go to the schoolyard.
Make a big circle.
Listen to your teacher’s instructions.
Let’s play “May I borrow?” game.